

**UNOFFICIAL**

1

1 **STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS**

2

**PROCEEDINGS AT:**

3

**School Committee-Town of Cumberland**

4

5 **IN RE: Cumberland Space Utilization Task Force**  
**Recommendation**

6

7 **DATE: Thursday, May 22, 2008**

**TIME: 7:30 P.M.**

8

**PLACE: Cumberland High School**  
**Auditorium**

9

**2600 Mendon Road**  
**Cumberland, RI**

10

11 **SCHOOL COMMITTEE MEMBERS:**

12 **Frederic C. Crowley, Chairperson**

**Donald J. Costa, Vice Chairperson**

13 **Karen MacBeth, Clerk**

**W. David Wagner**

14 **Robert Thibodeau**

**Lisa Beaulieu**

15 Earl T. Wood

16

**APPEARANCES:**

17

**FOR THE SCHOOL COMMITTEE:**

18

Joseph A. Rotella, Esquire

19

**ALSO PRESENT:**

20

Donna A. Morelle, Ed.D./Superintendent

21 Susan C. Carney, Ph.D./Assistant Superintendent

22

23 **ALLIED COURT REPORTERS, INC.**

**115 PHENIX AVENUE**

24 **CRANSTON, RI 02920**

**(401) 946-5500**

25 **[www.alliedcourtreporters.com](http://www.alliedcourtreporters.com)**

**2**

**1 (HEARING COMMENCED AT 7:35 P.M.)**

**2 MR. CHAIRMAN: It's approximately**

**3 7:35. The first item is the Pledge of**

**4 Allegiance.**

**5 The next item is the Recognition of**

**6 Achievements.**

7 MS. MORELLE: Thank you, Mr.  
8 Crowley. Actually, it is a wonderful audience  
9 we have here tonight. We're going to start  
10 first with students who won a poster contest for  
11 the district. We're very proud of that. I  
12 would like to ask Margo Fontaine to come forward  
13 to the podium, please. Margo is from Community  
14 School, and she's here with her mom, Linda,  
15 tonight, and she was one of 30 5th grade  
16 students from elementary 5th grade across the  
17 state to compete in the annual event sponsored  
18 by Newport Hospital, Rhode Island Medical  
19 Society, Rhode Island Academy of Family  
20 Physicians, and the Rhode Island Academy of  
21 Pediatrics. She'll be competing in a national  
22 competition in Washington DC. We congratulate  
23 you, Margo.

24 (APPLAUSE)

25 MS. MORELLE: I would ask

3

1 Principal Renalda from Cumberland High School to  
2 come to the podium and introduce her students.

3 MS. RENALDA: I'm very proud  
4 tonight to be here because of the wonderful  
5 community service project that the students in

6 our school have been working on, and they've  
7 been working all year on this. Mrs. Rose  
8 Faucher is the teacher who applied for a grant  
9 for the Feinstein Foundation and she received  
10 the grant for students to do community service  
11 and they're going to explain their community  
12 service projects to you. I think when we look  
13 at all of the good deeds that kids do, I think  
14 it's really nice that they can be recognized  
15 here tonight, and I'm really proud of them and  
16 of all the good work that they've done. We have  
17 five students who'll be telling you about the  
18 project, and they are Kendra Rossen, Alexis  
19 Hand, Cassandra Estrella, Jake Rockerfeller and  
20 Josh Percey. Could they come forward to talk  
21 about their projects.

22 UNIDENTIFIED SPEAKER: Good  
23 evening. We would like to thank you for  
24 inviting us to this evening's School Committee  
25 meeting to share our Feinstein Community Centers

4

1 Project with you. Mrs. Faucher's 5th grade  
2 class is here tonight representing all of the  
3 students who participated in this awesome  
4 project. Students in our class, Mrs. Johnson's

5 class, Mrs. Caplette's class, Mrs. Wirth's class  
6 worked hard to put together this project.

7 UNIDENTIFIED SPEAKER: Lettering  
8 libraries were made and will be delivered to  
9 area hospitals and group homes for children.

10 The lending libraries will be available to  
11 patients, residents, and to families at each  
12 facility. Each facility will receive a lending  
13 library consisting of a tape player and 30  
14 different book bags. Children and their  
15 families will be provided with an activity that  
16 they can participate in during the time of need.

17 UNIDENTIFIED SPEAKER: The  
18 Feinstein grant purchased all the materials  
19 needed such as books, tapes and covers, bags and  
20 recorders.

21 UNIDENTIFIED SPEAKER: The first  
22 thing we did was choose what book we wanted to  
23 read, then we had to practice, practice,  
24 practice, and practice. The next step was  
25 record the books on tape. We also worked with

1 our music teacher, Mrs. Monahan, to record two  
2 traditional folk songs, Home on the Range and  
3 Old Joker.

4                   **UNIDENTIFIED SPEAKER:** The  
5   lettering libraries are completed and will need  
6   to be delivered to all our area agencies and  
7   hospitals. We have a small sample of book bags  
8   to share with you.

9                   **UNIDENTIFIED SPEAKER:** We would  
10   like to thank all of our teachers for working on  
11   this project with us. Mrs. Hart, Mrs. Simoes,  
12   Mr. Faucher, Mrs. Caplette, Ms. Johnson, Mrs.  
13   Black, Ms. Costa, Ms. Berlin and Mrs. Monahan.  
14   Last but not least, a big thanks to  
15   Mr. Feinstein for his generosity. This  
16   community service project reflects our school  
17   motto and what we believe in. Thank you.

18                  **(APPLAUSE)**

19                  **MS. RENALDA:** We're passing around  
20   some samples so you can see the work of the  
21   students. I would like to ask all of the  
22   students here to stand up and receive a nice  
23   round of applause.

24                  **(APPLAUSE)**

25                  **MS. MORELLE:** Thank you, very much.

6

1   In a few minutes the School Committee is going  
2   to take a recess, so congratulations on a

3 wonderful project and for your hard work. We're  
4 so proud of you. I think it is nice to have  
5 some of our young students here from one of our  
6 elementary 5th grade at the same time that we're  
7 recognizing students from the high school for a  
8 different kind of literary accomplishment,  
9 because it's good for students to have role  
10 models. This evening we have the students from  
11 the Digital Initiative at Cumberland High  
12 School, and I would ask Mr. Stephen Twining to  
13 come to the podium to speak about the project  
14 and the students that he works with.

15 MR. TWINING: Steve Twining. Thank  
16 you.

17 I'd actually like to start with the  
18 Podcast that we actually put together earlier  
19 today. This will just take a few moments here  
20 and I think it's something you'll enjoy. It  
21 demonstrates some of the things we do with our  
22 digital initiative at the school. Then I'll  
23 have a brief statement that I'll read to you,  
24 which is unloading, and it will be here on my  
25 iPhone, which is really one of the catalysts for

1 what we're doing with the digital initiative.

2 Well, it looks like I can start, actually.

3 Thank you, and good evening School  
4 Committee Members, Superintendent Morelle, and  
5 our friends from the Cumberland community. I'd  
6 like to take a few minutes to detail SCANNER,  
7 which is the Cumberland High School Digital  
8 Initiative. It's an on-line media project which  
9 has this year's printed publication known as  
10 Splash. The decision to take the newspaper from  
11 the realm of print media in the world of  
12 technology was based on a number of factors,  
13 including available funding, practical  
14 economics, technological advances, and  
15 psychological concerns. They put that together  
16 this morning.

17 So in our former capacity at the  
18 newspaper, we would print 3,000 copies of an  
19 eight-page newspaper, seven times a year. The  
20 cost, approximately \$600. Over the course of  
21 seven issues, the cost would rise to \$4,200,  
22 which is a substantial amount by most matrix  
23 deficit spending, truly as we tried to keep it  
24 going. With the local economy supporting a  
25 number of athletic and academic organizations



1 and the scarce to your revenue available, we  
2 confronted as we've done in the past, for my  
3 writers, artists, and creators. So the nature  
4 of the industrial printing of the environment  
5 associated with the newspaper production did not  
6 corollate with our desire to conserve natural  
7 resources.

8 I've witnessed many copies of our  
9 newspaper at the bottom of the recycling bin, or  
10 worse. With the proliferation of handheld  
11 technologies and the evolution of the news  
12 media, including blogs and Podcasts, and are  
13 assessed. The teacher of the newspaper was  
14 clear and the Digital Initiative began.

15 With only \$100 a year for web  
16 posting, one Macintosh computer loaded with  
17 Leopard OSX, and a --- called Flash Drive. That  
18 has produced over 300 articles in a dozen  
19 departments for the past eight months. With  
20 articles ranging from the Assassination in  
21 Pakistan and coverage of the National Honor  
22 Society banquet that we all attended. And  
23 photojournalism gallery's documents and the  
24 progress of construction here at the high school  
25 over the past eight months, SCANNER has

1 surpassed even my own expectations. We have  
2 held a mock presidential primary, posted  
3 graduation portfolio guidelines for downloading  
4 and viewing on-line creative Podcasts. It might  
5 have been the one you just heard with the  
6 Digital Media. And that was just a forum for  
7 parents and guardians who posed their comments  
8 and reflections on the experience.

9       The site itself features a digital  
10 map of the school, local weather updates in  
11 which we just imbedded on the home page, as well  
12 as horoscopes, the New York Times Crossword  
13 Puzzle and Doonsbury comics. Additionally,  
14 SCANNER contains links to Cumberlandschool.org,  
15 which students enjoy, and we even have  
16 grademyteacher.com. For \$100 coupled with the  
17 industrious scarce of the SCANNER writers,  
18 photographers, and designers, it's well worth  
19 the cost. We're saving a substantial amount of  
20 money by going digital and utilizing the  
21 technology that's now available at the high  
22 school. Thank you.

23       (APPLAUSE)

24       MS. MORELLE: Thank you.

25       At this time we would like to

1 recognize the students that are here. If you  
2 could call out their names and we can  
3 congratulate them.

4 MR. TWINING: We have Danielle  
5 Aissis, Dan Agabiti, Steven Carr, Katie  
6 Davenport, Justine Giorgi, Hilary Marcotte,  
7 Brandon Medeiros, Chris Mongeau, who is one of  
8 our greatest contributors, Josh Robison,  
9 Aleksandra Romaniuk, and Alexandra Szczerepa.

10 (APPLAUSE)

11 MS. MORELLE: In closing this  
12 evening, our last recognition is for some of our  
13 finest teachers in the district who've been  
14 recognized with scholarships and who've been  
15 doing some advanced study. I would invite at  
16 this time Catherine Bouchay, Tammy Lemieux,  
17 and Mary Lynn-Miller to the podium.

18 (APPLAUSE)

19 MS. BOUCHEY: Thank you. It is an  
20 honor to be here sharing with you the  
21 opportunity that we have. A few years ago I got  
22 an application for a scholarship across my desk,  
23 and it was for Urban Multicultural Special  
24 Education Certification to add to my special

25      education. It would be like an endorsement. I

11

1      wasn't sure that I wanted to do it or not. At  
2      the time I was working with Dr. Judy DiMaio from  
3      Rhode Island College. She assured me that I  
4      should absolutely do it, and in fact, she would  
5      write me a letter of recommendation. The  
6      selection process was very competitive. I was  
7      selected that year, along with Tammy Lemieux,  
8      and we were the seven cohort, many of the  
9      special-ed teachers in Providence already had  
10     their training and that continues to go  
11     throughout the state.

12             The endorsement consists of three  
13     courses, and it's a wonderful and exciting  
14     opportunity to learn about how special education  
15     applies to our second language learners. I  
16     could stand here for a couple of hours, but I  
17     won't. I will just tell you some of the basic  
18     important things that we learned. We learned  
19     about BITS and CALP. It was embedded in us and  
20     drilled into our heads. BICS stand for basic  
21     interpersonal communication skills. And what we  
22     know about that is in optimum circumstances it  
23     requires three to five years to require basic

24 communication skills for English language  
25 learners. And then CALP, which stands for

## 12

1 cognitive academic language proficiency, that  
2 requires five to seven years to develop under  
3 optimal circumstances. According to research,  
4 students in Antel-Only Program with no schooling  
5 in the native language take seven to ten years  
6 to reach grade level norm. Students who have  
7 had literacy instruction in their first  
8 language, meaning in reading and writing, take  
9 five to seven years to reach grade level norm.  
10 Then Cumberland taught in English only, we used  
11 to have bilingual programs so we would teach in  
12 Portuguese primarily, but now we do English  
13 only. And when you think about the number of  
14 years to take them to be proficient in English  
15 and then to acquire the academic knowledge, five  
16 to seven, seven to ten years to reach grade  
17 level norms and when they're in this country a  
18 year they have to take a NECAP test. Pretty  
19 scary to me.

20 Just a few of the myths and facts  
21 that we learned. One of the myths is that  
22 children born in this country do not need ESL

23 classrooms. The fact is it's the way you build  
24 a home, whether or not a student should be  
25 placed in an ESL classroom. A myth, second

### 13

1 language learners will learn English by sitting  
2 in a classroom where they listen to English all  
3 day. The fact is, they learn no more English  
4 than I would if I sat in this classroom where  
5 Chinese was taught all day. Myth,  
6 second-language learners should no longer speak  
7 their native language. It's important for the  
8 students to maintain their first language in  
9 order to continue to communicate with their  
10 parents. Very often as children learn English,  
11 they become unable to communicate with their  
12 parents as their parents have not learned  
13 English. These are just a few of the many myths  
14 that we discussed.

15         One of the most  
16 eye-opening experiences we had is when our  
17 professor conducted the class in her native  
18 language of Chinese. She taught us a writing  
19 lesson. Clearly, she had high expectations.  
20 She used models, visuals, all the things  
21 considered to be best practices, yet not one of

22 us could write in Chinese after the lesson was  
23 over. It left us all very frustrated. We also  
24 learned about a variety of cultures. It's  
25 important to understand the values and

14

1 traditions of the cultures represented by our  
2 students. Katy and Tammy will speak now about  
3 some of the other course work, and then I'll  
4 follow up with a final comment.

5 MS. BOUCHEY: Hi, everyone. I'm so  
6 fortunate to be taking part in this wonderful  
7 program that has given me wonderful strategies  
8 to use in my teaching. We have learned about  
9 issues that affects dealing with development in  
10 learners with and without disabilities. Culture  
11 is very important to the learning process. It  
12 shapes the way we think, our values, and the way  
13 we interact with our surroundings.

14 With cultural response teaching we  
15 respect cultural beliefs, cycles that are  
16 meaningful to the child and the family, and a  
17 positive home school communication. We have  
18 received in the nation about the special  
19 education referral contest for English language  
20 learners. When English language learners are

21 experiencing special education, it is necessary  
22 to use questions not to discriminate. Thank  
23 you.

24 MS. LEMIEUX: Good evening. Not  
25 only have I completed the first portion of the

15

1 scholarship which is the original three classes,  
2 I now have been accepted for the second portion  
3 of the scholarship which will lead to my  
4 Master's Degree, and I see Lisa Coldwell here.  
5 I remember a short time ago, I said, I'm  
6 teaching at North Cumberland Middle School,  
7 where am I going to use this ESL endorsement?  
8 As I spoke to Lisa and talked about a lot of  
9 things in the district with B.F. Norton, and, of  
10 course, La Court, she encouraged me to go to  
11 continue doing this Master's program, and it's  
12 been an awesome experience.

13 Part of the learning is using  
14 sheltered contents instruction lessons to reach  
15 these ELL, English Language Learners, and one  
16 method of providing a sheltered instruction is  
17 the sheltered instruction observation protocol  
18 which we call SIOP. SIOP is used in 5th grade  
19 in all 50 states, including here at Cumberland



20 at B.F. Norton. This type of lesson plan is a  
21 little more complex than what an ordinary  
22 English speaking classroom would use, in that it  
23 consists of eight components that are used  
24 regularly. The lesson prep includes the  
25 objectives in line with the GLE and GSE, and

## 16

1 also the Weeder Standards which govern the  
2 language proficiency and also building  
3 background comprehensible input, making sure  
4 that the teacher is speaking at a pace that the  
5 student can understand, not necessarily the  
6 volume level that some people may think. Using  
7 learning strategies much more than they do in  
8 the regular ed classroom, interaction, allowing  
9 them to conjure from this language one to  
10 language two, and practice an application and  
11 making sure that the students are engaged.  
12 Because, of course, when you're learning in the  
13 language that you're not familiar with,  
14 engagement is an important key.

15 Then there's accessing, and we know  
16 NECAP is the end all for unfortunately what  
17 guides, what they think the kids are learning,  
18 and fortunately with this SIOP they can make

19 strides in this area using visuals and using  
20 reality, real things that they might not have  
21 seen in their native country is what helps us.  
22 During the SIOP lesson unlike an English lesson,  
23 not only are contents being used so they're  
24 learning what they're going to be tested on in  
25 that NECAP a year after they arrive here, but

17

1 also there's language objectives so they're  
2 listening, they're learning how to speak and  
3 understand.

4 Research shows that SIOP is  
5 improving their literacy development as a  
6 district, and will continue to use that at B.F.  
7 Norton, and I'm sure they're using it at  
8 McCourt. So thank you for your support, and I'm  
9 very proud to have this scholarship.

10 MS. BOUCHEY: Just in closing, I'm  
11 also a teacher at B.F. Norton and a second minor  
12 in English. We reiterate how important it is  
13 that what we learn we use every day at B.F.  
14 Norton 5th grade, the diversity and  
15 multicultural sensitivity we use every day at  
16 B.F. Norton School, and thanks to Paula for  
17 encouraging us to continue our professional

18 development, putting those things in our boxes  
19 and making sure that we do take advantage of  
20 those opportunities for us.

21 (APPLAUSE)

22 MS. MORELLE: Thank you, Mr.  
23 Crowley. Thank you, everyone, for the  
24 combination of recognition this evening.

25 MR. CHAIRMAN: Thank you, Dr.

18

1 Morelle. The students, teachers,  
2 administrators, I want to thank you very much  
3 for all the hard work you put in to earn your  
4 recognition. We as a school committee, and I'm  
5 speaking on behalf of the school committee, we  
6 are very, very proud of each and every one of  
7 you. Thank you, very much. We're going to have  
8 a recess now.

9 (RECESS)

10 MR. CHAIRMAN: The meeting is  
11 reconvened. It's 8:35 p.m. The next item on  
12 the agenda is the Presentation of Special  
13 Education Evaluation. Dr. Morelle?

14 MS. MORELLE: At this time I would  
15 like to introduce Mary Anne Latchet and Steve  
16 Smith from the organization that did our Special

17 Education Program Evaluation Public Consulting  
18 Group, and they're here this evening to present  
19 a summary of the Phase I, Phase 2 evaluation  
20 which has been ongoing now for a better part of  
21 the last six months in the district. I'm very  
22 pleased to have them. Thank you. Mary Ann?

23 MS. LATCHET: Thank you. We  
24 appreciate the opportunity to be here tonight  
25 and share the results of what was a very

19

1 comprehensive evaluation. The purpose of the  
2 evaluation had three major purposes. One was to  
3 provide a very comprehensive analysis of the  
4 outcomes achieved by students with disabilities  
5 in the Cumberland district, and secondly, to  
6 identify organizational and program factors that  
7 were either supporting or in visiting the  
8 effectiveness of your program, and to provide  
9 you with kind of action oriented summary of  
10 program strengths and areas for improvement, and  
11 what we mean by that, so often evaluation  
12 reports can sit on shelves if they weren't  
13 framed in ways that provide direction for the  
14 district to act on the results.

15 One of the things I just want to

16 mention before we present the results, is that  
17 over the past several years there has been a  
18 tremendous and very profound transformation in  
19 the area of special education, and it has been  
20 represented by a major shift in focus away from  
21 just legal procedures and compliance to an equal  
22 emphasis on program effectiveness and really  
23 ensuring positive outcomes for students with  
24 disabilities. The focus isn't just on ensuring  
25 the services they should get, but those services

20

1 actually lead to positive results for these  
2 children, and those changes were really driven  
3 at the federal level by the No Child Left Behind  
4 Act, NCLB, with the emphasis on high standards,  
5 on standard-based curricular, and particularly  
6 on emphasis on accountability for the results of  
7 the learning of all children, and the other half  
8 of that was the reauthorization of IDEA in 2004,  
9 and that reauthorization offered school  
10 districts an alternative for identifying  
11 students with a learning disability called a  
12 particular response to intervention.

13 I'm going to be talking about that  
14 later. And the reason that I raise this sort of

15 contextual picture is that these shifts have  
16 tremendous implications for the education  
17 program here in Cumberland. It has meant in  
18 many school districts that there has to be far,  
19 far more extensive collaboration across general  
20 education and special education and a real  
21 difference in orientation and responsibilities  
22 for the learning and achievement of students  
23 receiving special education services. So that's  
24 the context that really was considered in the  
25 evaluation, and you're going to hear it in some

## 21

1 of the themes as we present the results. The  
2 evaluation had two phases. One, an outcome  
3 analysis, and I say, going beyond aggregated  
4 results. Some people say, well, wait a minute,  
5 we get results every year from the State. But  
6 you don't get results that are disaggregated to  
7 allow you to look at specific disability  
8 populations or students in specific programs.  
9 And you don't often get the opportunity to look  
10 at outcomes together, such as attendance and  
11 assessment results.

12 The second part of this focused on  
13 program effectiveness, and it was very

14 comprehensive, and we looked at the factors  
15 across the district at all levels that would  
16 impact on the effectiveness of your program, and  
17 therefore, the outcome that students receiving  
18 special education services receive. I'm going  
19 to do Phase 2, so I'm going to take a break now  
20 and turn the Phase 1 component of the evaluation  
21 over to Steve.

22 MR. SMITH: Thank you, Mary Anne.

23 In Phase 1 we looked at multiple outcomes  
24 because I think it helps us give the district a  
25 good picture sending multiple outcomes to help

22

1 this district develop a good picture and the  
2 effectiveness of their programs. We've found  
3 this with a lot of districts throughout the  
4 country.

5 Some of the multiple factors that  
6 we looked at started with attendance, this  
7 measure of engagement. If they're going to be  
8 engaged they need to be here in school.  
9 Longitudinal NECAP performance as a measure of  
10 progress against standards. NECAP Results by  
11 Disability, so we'll be ready to look at  
12 different populations and how they did against

13 standards. Comparison of your district to other  
14 districts in the State will give a relative idea  
15 of how your kids are doing, and Longitudinal of  
16 Progress of Same-Group Cohorts.

17 We think this is one of the most  
18 telling pieces of the puzzle that you can look  
19 at, because you're really looking at the growth  
20 of the same group of kids over time, rather than  
21 different groups of kids as you do in the kind  
22 of gathering that you get from the State.

23 Before we did that and we looked at the multiple  
24 outcomes, we found very positive things that  
25 were going on. The attendance in the elementary

## 23

1 5th grade in North Cumberland and Cumberland  
2 Middle School was very, very good. So that's  
3 certainly a good sign of engagement in those 5th  
4 grade. The Cumberland Special Ed Longitudinal  
5 NECAP trends were favorably compared to the  
6 State. In fact, the number of students who were  
7 proficient or above were generally equal to or  
8 greater than the state over the last three  
9 years. So that's very positive. There's a  
10 positive relationship on your adequate yearly  
11 progress statistics. So again, that's very



12 positive.

13           The longitudinal for special-ed  
14 students in Grade 3 on the NECAP Reading, again,  
15 was another positive finding. In fact, in the  
16 2007 NECAP, in Grade 3, 54 percent of the  
17 students were proficient at reading, and 42  
18 percent were proficient in Math. In terms of  
19 students at the elementary level that identify  
20 with speech and language disability or other  
21 health impaired classification, on the 2007  
22 NECAP Reading Assessment, they too did very  
23 well. More than 50 percent of the students who  
24 were classified as speech language disabled were  
25 proficient, and over 40 percent of the students

## 24

1 who were in the health impaired category were  
2 proficient. So that, too, was very positive.  
3 So, in general, there were some very, very  
4 positive indicators that came out of the first  
5 phase of our study. There were also some areas  
6 that were red flags and things that we wanted to  
7 take a look in more depth as Donna and her  
8 colleagues delved more deeply into the results  
9 of the report.

10           For instance, in the area of

11 attendance, which I indicated before was  
12 necessary but not a sufficient indicator of  
13 engagement, student engagement is very, very  
14 important if progress is going to be made.  
15 Attendance is particularly an issue for us  
16 general education and special education of high  
17 school, in one elementary school, and one  
18 middle, but primarily in the high school. It is  
19 particularly critical within the special  
20 education population. About 50 percent of the  
21 special education students in the high school  
22 were absent 15 or more days. That's almost  
23 three weeks of school that those students  
24 missed. Compared with the general population,  
25 about 34 to 39 percent of the students were

25

1 absent 15 more days. So that's something that's  
2 a red flag that needs to be looked at. What I  
3 just told you about the attendance that was  
4 shown in this demographic here, and you can see  
5 that for the two years, '05/'06 and '06/'07, the  
6 pattern of attendance was about the same at the  
7 9th, 10th, and 11th grade. The percentage of  
8 students were absent 15 or more days gradually  
9 increased as they went through the grades, 9, 10

10 and 11.

11 In 12th grade the progression  
12 continued in '05 and '06, but for some reason, a  
13 positive outcome in '06/'07, the attendance of  
14 the seniors improved. Do note, however, at the  
15 12th grade level in '05/'06, 67 percent of the  
16 kids were absent for a few more days, and 51  
17 percent in '06/'07. Several other areas for  
18 improvement the management teams are going to  
19 need to take a look at is the increase in the  
20 percent of special education students scoring at  
21 the lowest level on the NECAP Reading  
22 assessments for grades 6-8. The majority of  
23 elementary students who were learning disabled  
24 scored at the lowest level of 2007 NECAP Reading  
25 Assessment. Another red flag. General

## 26

1 students, special education students proficiency  
2 in Math was very low. In this graph we can see  
3 that in grades 4 through 8, the red bars on the  
4 bottom are the students who are scoring at the  
5 lowest level on the 2000 NECAP Math Assessment.  
6 Sixth grade is particularly problematic for  
7 about 70 percent of the students who were at  
8 that lowest level. I mentioned earlier that the

9 same group cohort comparisons were a very  
10 powerful statistic for us to take a look at. In  
11 fact, it looks at the growth of individual  
12 groups of students, same as year after year  
13 after year.

14 In the three-year grade-to-grade  
15 NECAP performance several cohorts showed that  
16 some students made progress, which is great, but  
17 most of the lowest performing students did not.  
18 This particular way of looking at things allows  
19 us to see the kids who were doing pretty well,  
20 how did they do in subsequent years, and from  
21 kids who were not doing so well, how did they  
22 do. The majority in grade level 1 in a previous  
23 grade unfortunately stayed at level 1 and  
24 subsequent grades. In this graphic, we're  
25 taking it as an example. In 2006, students who

27

1 were in Grade 7 were distributed shown in that  
2 vertical graph on the left. There were 19  
3 students who scored at level 1, which  
4 represented 26 percent of that particular cohort  
5 of students. Those same students moving on to  
6 8th grade in 2007 took the NECAP of the 19  
7 students who were in level 1. In 2006, 68

8 percent remained at level 1. From a positive  
9 standpoint, 32 percent moved up one level. So  
10 here, as we said earlier, a significant  
11 proportion of those kids at the lowest level  
12 special education students didn't progress when  
13 you looked at Johnny in grade 7, Johnny again in  
14 grade 8.

15 I think it's also significant for  
16 us to take a look at the kids that performed the  
17 best. Those kids that were at the top 2 level,  
18 they were proficient students. There were 16 of  
19 them in grades 7 in 2006. Of those 16 kids,  
20 only 69 percent scored at that level on the  
21 subsequent year's test. For some reason those  
22 kids were performing less well in the subsequent  
23 year than they did in the previous year.

24 As I said, this particular kind of  
25 representation of the data is very telling and

28

1 can help us focus our attention where you can  
2 focus your attention where the resources can  
3 best be expanded, so that gives a feel of,  
4 hopefully, for what we looked at for Phase 1 in  
5 the main body of the report, and many, many more  
6 able to graph that will give you a lot more

7 information on the progress of the students.

8 It's also important for us to hear  
9 about the things that all you good teachers and  
10 administrators are doing in the building and how  
11 that's impacting on the students' progress.

12 Thank you.

13 MS. LATCHET: The Phase 2

14 evaluation was quite comprehensive in the areas  
15 that we examined, and we conducted individual  
16 interviews. We conducted small group  
17 interviews. All of the 5th grade went on site  
18 and all of the 5th grade conducted interviews  
19 with both special education staff and general  
20 education teachers. Across the district, it was  
21 an extremely conclusive study. There were about  
22 103 staff who participated in this study,  
23 because we really wanted to get a very broad and  
24 participatory look, and we also interviewed nine  
25 representatives of the Cumberland Special

29

1 Education Advisement Committee. The areas that  
2 we looked at were the staffing and leadership  
3 structure, the expectations for students, an  
4 inclusion model in co-teaching, the procedures  
5 you have for identification and referral, the

6 range of the assessments used, transition  
7 prophecy, the system of reporting progress,  
8 reading support for students in intervention,  
9 and the use of the RTI approach, which I'll  
10 comment on, math support and intervention for  
11 special education students, behavioral  
12 intervention and professional development.

13 I'm going to start with some of the  
14 areas that we felt were great areas of strength  
15 in this district. First of all, I want to  
16 comment on the dedication and commitment of the  
17 Cumberland teaching staff. I really have to  
18 tell you how impressed we were going across this  
19 district that at every level, there is a  
20 commitment on both general and special education  
21 staff toward the learning and achievement of  
22 students with disabilities. That is a real plus  
23 in your district, and particularly, the positive  
24 collaboration of general and special education  
25 teachers at the elementary level. You've also

30

1 been successful, and this is not true in many  
2 districts where we do evaluations. You really  
3 recruited a cadre of teaching assistants who  
4 were viewed as competent and effective.

5           Now that doesn't mean that they're  
6 all equally skilled, and it doesn't mean that  
7 they don't need some professional development,  
8 but, overall, they are really viewed in the 5th  
9 grade as a competent cadre of support for the  
10 education and learning of special education  
11 students.

12           I also want to comment on the  
13 leadership team at the central office level that  
14 has been structured to provide communication and  
15 representation across all the departments. The  
16 reason I cite that, that goes back to my earlier  
17 comment about the need for a lot of  
18 collaboration now across those general and  
19 special education. And I'm going to come back  
20 around to that again.

21           Another area I want to comment on  
22 is, there is an extraordinary commitment to an  
23 inclusion model and a co-teaching approach that  
24 supports placement in the least restrictive  
25 environment in this district. A very high

1 majority of your students who received special  
2 education services are in inclusion classrooms.  
3 For example, 40 percent are in inclusion



4 classrooms 100 percent of the time, about 40  
5 percent, 50 percent or more of the time. Of  
6 course you do have some kids who are getting  
7 services they need in some self-contained  
8 settings, and there are some pull-out support  
9 for students who need it.

10 I think the other part of that is  
11 that the district has also made a very strong  
12 commitment to establishing a co-teaching  
13 approach and model, and that foundation has been  
14 established at the elementary and middle school  
15 level.

16 I think we also found that the  
17 majority of people we interviewed felt the  
18 district had made some very positive progress  
19 over the last few years in shifting more to a  
20 culture of high expectations for students  
21 receiving special education services, in  
22 particular, at the middle and the elementary  
23 school levels. I'm not quite sure how to go  
24 backwards, so I'm going to use my sheet.

25 Another area of strength in the

1 slide before this one is that you also  
2 demonstrated and really put some effort into

3 establishing the response to intervention  
4 approach, and it's really resulting in positive  
5 effects in the two 5th grade that have moved in  
6 this direction. This is not an easy model to  
7 establish. It's labor intensive, and it takes  
8 resources. Because what you're doing now, the  
9 response for intervention model on the academic  
10 side resulted from the fact that it was very  
11 clear from statistics and research across the  
12 country that a large percentage of students who  
13 were identified as learning disabled were really  
14 kids who had reading problems and not  
15 necessarily a learning disability.

16           So the RCI approach came into being  
17 and requires very intensive support and  
18 intervention be provided to kids before they're  
19 referred to special education. It's a lot of  
20 intensive monitoring and it takes a lot of  
21 staffing support. The two 5th grade that have  
22 implemented it feel it has really had a positive  
23 impact. Kids are getting a lot more support  
24 earlier. It's made the referral process much  
25 more efficient, and teachers have a new way of

1 thinking about how to use information about the

2 progress that kids are making.

3 The other positive thing that I  
4 want to cite is that you also established the  
5 positive Behavioral Intervention Support Program  
6 that has had success in two elementary 5th grade  
7 and the middle school. I know you've also done  
8 that in pre-K level, but we focus more on K-12.

9 Now, I'm going to go on to areas to  
10 strengthen and improve, and you're going to find  
11 some of the areas that I already mentioned  
12 because it's where you need to go from here. I  
13 said you've made some progress certainly in the  
14 shifting to a culture of higher expectation, but  
15 you need to keep doing more to reinforce these  
16 expectations, to reinforce the orientation, and  
17 to raise current performance expectation.  
18 Elementary and middle school teachers are viewed  
19 as having high expectations for special  
20 education students within the context of  
21 different ability levels, and there's an  
22 inherent contradiction in that. So they're  
23 really facing this dilemma of balancing, of  
24 course, having it as high expectations as  
25 possible while at the same time recognizing that

1 some of these kids need modifications. So there  
2 has to be a balance. It can be just the  
3 modifications and the lower expectations that  
4 drive what we expect for our kids, and there  
5 needs to be more emphasis on high expectations  
6 at the high school level.

7 Again, there's a general perception  
8 that expectations at the high school level are  
9 driven by what is almost a de facto tracking  
10 course system, where it's placing automatically  
11 almost a lot of your special ed students in the  
12 lowest fundamental classes, and they stay there  
13 for four years, and it results in low  
14 expectations at the high school level, and the  
15 high school recognizes this, by the way.

16 The other area, co-teaching, needs  
17 to be strengthened. I said you've made great  
18 progress in establishing it. What's the issue?  
19 The issue is inconsistent implementation across  
20 teachers and classrooms at the elementary level,  
21 and the issue is the same at the middle school  
22 level. Middle 5th grade feel that they've  
23 really made a good start, but your middle school  
24 teams are approaching it differently, and some  
25 teams are stronger than others in using this

1 model, and there's a real strong feeling that  
2 clear expectations and norms really need to be  
3 established at the middle school level. There  
4 is minimal co-teaching at the high school level,  
5 so this really again needs to be examined.

6 We're suggesting, I know there's a  
7 commitment on the district to move RTI across  
8 all the elementary 5th grade. We strongly  
9 encourage you before you do that, do a very  
10 clear systematic analysis of the requirements,  
11 and the two 5th grade where you started, give  
12 you a baseline. They know what the issues are.  
13 They know the issues of staffing requirements,  
14 identifying appropriate interventions, the  
15 issues of having enough time, progress  
16 monitoring. All of those are issues. Pay  
17 attention before you go systemwide. They're a  
18 good source of information.

19 The range of assessments you use  
20 needs to be expanded. There's too small a set,  
21 and they're not used consistently across the  
22 school. Progress monitoring needs to be  
23 strengthened. If you don't have a submission of  
24 array of assessments, you can't do adequate  
25 progress monitoring. I know several principals

1 pointed out that probably kids are making  
2 progress in areas we don't even have assessments  
3 to access. So that needs to get attention.  
4 Your curriculum, your IEP's are driven by the  
5 GLE, and that's good in terms of a standard  
6 stage curriculum. But there's some real issues  
7 that you can't ignore, and one is, sometimes the  
8 limited utilities of the GLEs, they're broad.  
9 And sometimes they're so broad it's hard to do  
10 meaningful IEP objectives from them.

11 The other issue is the kids who are  
12 so far below grade level, what do you do with  
13 those kids if you're trying to keep them to the  
14 GLEs at grade level. They can't keep up to the  
15 schedule of mastering them on time, and so  
16 they're expected to move forward before they  
17 even master it. So teachers are grappling with  
18 this. And, by the way, you're not the only  
19 district facing this. All of the districts we  
20 work with are really facing, what do we do in  
21 meeting the needs of kids that are so far below  
22 grade level, but we want to get them up to grade  
23 level, but if we to force GLEs that are so far  
24 beyond them, it's like a course in defeat.

1 student progress really needs to be looked at.  
2 You have a report card, then you have a special  
3 education progress report that has to be looked  
4 at in conjunction with the IEP. Then there's  
5 another progress report, general education  
6 progress report that some special education  
7 students also get because they're below grade  
8 level. So the issue is, what's the connection  
9 across this, certainly in helping parents  
10 understand the progress of special education  
11 students.

12 Then the other issue is that on  
13 your report card, the modifications and grades,  
14 everybody knows they're modifications and  
15 grades, but they're not noted. So it is a real  
16 picture of the progress that a student is  
17 making. So these again, these are areas that  
18 you need to explore. A real red flag is your  
19 transition process in the middle 5th grade and  
20 the high 5th grade. There's almost universal  
21 consensus that the current transition process is  
22 not providing the support and the transition  
23 assistance that special education students need

24 as they move into the upper grade levels. You  
25 need better communication at transition points,

### 38

1 and you need transition activities for staff,  
2 for students, and for parents that really helps  
3 everyone understand what the program is at the  
4 next level and really facilitates the transition  
5 of the students. I've noticed this already that  
6 the placement of most high school special  
7 education students into the lowest level  
8 fundamental courses needs to be critically  
9 reviewed. In some cases this is resulting in  
10 what are almost segregated self-contained types  
11 of classes.

12 Now, the dilemma for you, of  
13 course, is how do we balance the support that  
14 the students need if they are needing support  
15 and not able to perform in some of the higher  
16 level courses? But that means their literacy,  
17 their reading and their math need to be more  
18 systematically addressed so that they can  
19 function in the course work.

20 Improvement is also needed in how  
21 behavioral issues and the needs of emotionally  
22 disturbed students are being addressed at the



23 high school level. You have an alternative  
24 program at the high school level, and it's not  
25 viewed favorably by the high school community

39

1 and it appears that there needs to be really  
2 clear lines of responsibility and expectations  
3 for this program, and it's going to require  
4 clarity in both the district and the high school  
5 level. Reading in the content areas is a major  
6 issue in the middle 5th grade and high 5th  
7 grade.

8 Now think of this. Middle and high  
9 school texts require a higher level of fluency  
10 and reading comprehension. A higher level of  
11 fluency and reading comprehension that many of  
12 your special education students don't have. And  
13 the job can't be just left to reading  
14 specialists. Again, this is a nationwide issue.  
15 By the way, adolescent literacy, it's just not  
16 special education students.

17 To address this, there's a  
18 nationwide movement, it's called content area  
19 literacy. It's highly effective. And what it  
20 means is that there's literacy strategies that,  
21 math, science, and social studies teachers can

22 learn, and English language arts teachers can  
23 learn to help students develop vocabulary and  
24 comprehension within the content area. So the  
25 orientation is literacy has to be addressed

40

1 across the curriculum when you start getting  
2 into the middle and high school level. So I  
3 would very strongly urge the district to explore  
4 providing training to your middle and high  
5 school teachers and your special-ed teachers in  
6 content area literacy strategy. And special-ed  
7 teachers have noted they want this kind of  
8 training.

9 As Steve noted, mathematics  
10 performance is a big issue for special education  
11 students and also for your low-performing  
12 general education students. You need to get in  
13 place more mathematics support programs and  
14 interventions for both performing special and  
15 general ed students. You just don't have them.  
16 They're not there. Teachers don't have the  
17 interventions or the necessary additional  
18 support program to meet the needs, and teachers  
19 need training in getting these.

20 Finally, we very strongly recommend

21 that you develop an integrated long-range  
22 professional developing plan for both special  
23 and general educational teachers. What do we  
24 mean by that? All of the things that I cite,  
25 reading intervention, math intervention,

## 41

1 co-teaching, these can't be dealt with as  
2 separate special education issues, and  
3 professional development that's fragmented is  
4 costly. You need to use your professional  
5 development resources very wisely. People need  
6 to know you need to develop priorities. They  
7 need to be communicated to teachers. I would  
8 very strongly urge your teacher's union to get  
9 involved in developing a professional  
10 development plan so there aren't contract  
11 limitations in the kind of professional  
12 development that quite frankly your teachers are  
13 saying they want and they need.

14 You might consider those areas of  
15 professional development that are really needed  
16 to support the learning of your students be  
17 required. You should also consider a plan that  
18 has the professional development that's going on  
19 in the 5th grade, the literacy coach support,

20 the coaching support and the teacher's leader  
21 support. That should be aligned with your  
22 district professional development. There should  
23 be a match. If you invest in professional  
24 development in certain areas that's going to  
25 address some of the areas that I identified, you

42

1 want it supported and reinforced at the school  
2 level.

3 And finally, I'm going to come back  
4 to the leadership team. You have a structure in  
5 place now. You have a leadership team, but I  
6 think we're urging that there needs to be even a  
7 stronger emphasis on a unified and shared  
8 leadership role for the learning achievements of  
9 both special and general education students.

10 And what we mean by that is really specifying  
11 mutual roles and responsibilities.

12 Again, to reinforce what I said  
13 about professional development, it is not viable  
14 or effective if you treat co-teaching, math  
15 intervention, reading intervention, response of  
16 the RTI, as just a special education issue.

17 It's got to be shared leadership. Thank you.

18 MR. CROWLEY: Thank you.

19           MR. THIBODEAU: On the TAs, you had  
20 nice things to say about your teacher  
21 assistants. During the contract negotiations,  
22 one of the things that came up was how we assign  
23 them in the classrooms, and things like that.  
24 How did that turn out, that outcome? Did you  
25 look at that, how the TAs were assigned in the

43

1 district?

2           MS. LATCHET: Well, I think we  
3 looked at how decisions were made in terms of  
4 assigning teacher assistance to classrooms. And  
5 for the most part, it was -- at least the  
6 impression we gave, we didn't look at that one  
7 piece of assignment necessarily in depth, but we  
8 did ask how they were assigned. And it was  
9 usually a collaborative decision at school level  
10 in terms of the number of students in the  
11 classroom and the kind of support, teaching  
12 assistance support that would be needed in that  
13 particular classroom.

14           MR. THIBODEAU: Do you find that  
15 consistent with what you see in other districts?

16           MS. LATCHET: Yes.

17           MR. THIBODEAU: Did you find that

18 sufficient?

19 MS. LATCHET: No.

20 MR. THIBODEAU: In what way?

21 MS. LATCHET: Well, I don't think  
22 there's a lot of professional development for  
23 teaching assistants, and they're not required,  
24 and it's not necessarily aligned with some of  
25 the general special education professional

44

1 development. It's my understanding that they  
2 can attend, but they're not required to attend.  
3 And so whenever you have that situation, you  
4 have fragmentary attendance. I don't think that  
5 they're getting, and I don't think that they  
6 feel that the teachers feel that the teacher's  
7 assistants have the full kinds of professional  
8 development they need, particularly if you're  
9 going to shift something as complex and  
10 intensive as the response to intervention, and  
11 that's where you need teacher's assistants, they  
12 need to know something about reading  
13 intervention and progress monitoring, and they  
14 need to learn it as a partner with the teachers  
15 they support.

16 So there isn't a professional

17 development plan in place, that the point I'm  
18 trying to make that really asks the question,  
19 what kind of collaborative professional  
20 development do we need to provide to our  
21 teachers and teacher's assistants together, so  
22 that our teacher's assistants can learn and also  
23 be reinforced with the teachers they're working  
24 with. And to tell you the truth, that hasn't  
25 happened in a lot of districts, but it's

45

1 starting to be a real wake-up call in a lot of  
2 districts over the years that have developed a  
3 larger cadre of teaching assistants, and that's  
4 an investment that you're making.

5         So if you're going to make that  
6 investment, the next question is what kind of  
7 development do you provide, not separate  
8 professional development, how do you provide the  
9 professional development that they need so they  
10 can work more effectively in partnership? So  
11 your question is a good one. And it's one that  
12 most districts said, we've looked at, are really  
13 facing.

14         And RTI, response to intervention,  
15 is really kicking it up, because boy, that's

16 where you need teaching assistants. You can't  
17 do it without teaching assistants.

18 MR. THIBODEAU: Last question. At  
19 the high school level where you say kids are  
20 being dumped into some low performing programs,  
21 what kind of programs have you seen in your  
22 experience that would make a more rigorous  
23 instruction for them, as far as a description of  
24 some kind of course, you know, I'm sure you've  
25 heard of shop?

46

1 MS. LATCHET: First of all, I want  
2 to say that the situation of placing kids in the  
3 lowest courses in the high school is something  
4 we've seen in almost all of the districts that  
5 we've evaluated. And I want to comment on that  
6 because what happens is, there has been a  
7 cumulative deficit. And as the kids moved  
8 through the system and they haven't developed,  
9 especially the reading skills they need, it gets  
10 worse and worse, and they get kind of passed  
11 along. And then they get to the high school and  
12 they can't function in content area courses.  
13 They can't read the text. So there's two things  
14 that 5th grade are moving toward. One is to put



15 in place much more intensive reading support  
16 programs, intervention programs for those  
17 students, and it's the low-performing general ed  
18 students, too, that need this, so that the focus  
19 is developing their literacy sufficient so they  
20 can even function in other courses.

21 And the other part is what I had  
22 suggested is high 5th grade are training now  
23 their math and their science teachers to not  
24 just have kids there who can read the thing,  
25 teaching them strategies to help kids learn

#### 47

1 vocabulary and social studies, vocabulary and  
2 science, vocabulary and math. Because all of  
3 these content areas have a vocabulary base.

4 So the two streams that are going  
5 towards is separate intensive literacy programs  
6 for low performing special ed and general ed  
7 students, and another track that trains the  
8 content area teachers to address some of the  
9 literacy issues in the classroom and to try to  
10 move those students, so they start in  
11 fundamental and they end up in fundamental. And  
12 it doesn't even mean they're learning well in  
13 the fundamental classrooms. So you are not

14 alone on this one. We see this in almost every  
15 district we go into, and it's the issue of  
16 cumulative deficit as students move through the  
17 grades and they have not developed the reading  
18 skills they need.

19 MR. THIBODEAU: My last question.

20 The money you spent for special education, in  
21 your professional opinion, is it enough that  
22 we're spending right now?

23 MS. LATCHET: Well, I don't know if  
24 I want to go on record on that one. I certainly  
25 don't think you're spending too much. I think

48

1 that the resources that you need to really  
2 address reading intervention, professional  
3 development to support co-teaching, all those  
4 will have a payoff, but they cost. So I think  
5 that we said from the beginning we weren't going  
6 to do a monitoring of the fiscal, but I can tell  
7 you I don't think you're spending too much on  
8 special education.

9 MR. THIBODEAU: Thank you, very  
10 much.

11 MR. CHAIRMAN: Any further  
12 questions?

13           **MS. MACBETH:** I would just like to  
14   comment on the last question about spending  
15   money. When you look at fundamental tracks and  
16   you look back at the research, and I think  
17   you'll agree with this, you can look back as  
18   young as kindergarten, and children start to be  
19   tracked as young as kindergarten, and they can  
20   end up staying in that low track for the rest of  
21   their career. And I think when we look at the  
22   money and I think with some of the initiatives  
23   that are taking place right now, specifically,  
24   with the Dunn Institute, when we target our  
25   lower elementary grades and we put in what those

49

1   kids need now, it may cost a little now, but  
2   it's going to end up saving us money, and  
3   they're going to get a better special education.  
4   Because by the time they reach middle school and  
5   high school, they're going to be much better  
6   readers and much better in math. So I think the  
7   district in that way is moving in the right  
8   direction. It will take years to get it up  
9   there, so in the meantime, we do have to work at  
10   the high school level with different programs,  
11   but eventually it should pay off that way.

12 MR. CHAIRMAN: Any further  
13 questions?

14 MS. BEAULEIU: One of the questions  
15 I have is with regard to prioritization, and if  
16 you were to suggest some critical needs right  
17 now, what would you propose for those? To me  
18 this is an overwhelming amount of information,  
19 and we greatly appreciate it, but if the  
20 district were to set some priorities for next  
21 year in the short term, what would you suggest?

22 MS. LATCHET: Well, professional  
23 development has to be a priority. Certainly  
24 strengthen co-teaching and collaborative process  
25 that you've already started. You've got to

50

1 address transition. That's a real red flag. I  
2 think that certainly attendance at the high  
3 school needs to be addressed and really taking a  
4 critical look at the placement of students in  
5 certain courses at the high school level. Those  
6 are some of the big ones, immediately, I think  
7 to get us -- those were the biggest red flags  
8 for us.

9 MS. BEAULEIU: I don't want to  
10 steal Mr. Costa's questions, but do we know what

11 the indicators are for the attendance issue for  
12 the high school? Are there general observations  
13 for attendance rates for high school students?  
14 Do they not attend because of emotional concerns  
15 about their studies? Is it relevant to -- I  
16 guess I don't want to put words in anyone's  
17 mouth.

18 MS. LATCHET: Well, I think that  
19 certainly a next step would be for the high  
20 school to take steps to really explore what are  
21 the issues of these kids not coming to school.  
22 It could be a lot of things. It could be  
23 non-engagement with their courses. It could be  
24 the fact that if you can't read and you can't do  
25 anything, you know, you're not going to come to

51

1 school. It could be any number of things. But  
2 the percentage, the high percentage of your  
3 students who were missing three weeks or more of  
4 school on both sides, even the general ed side,  
5 but particularly, the one here, 67 percent of  
6 your special ed students missed at least three  
7 weeks or more of school. That's a lot, and that  
8 says something. Maybe that says something about  
9 the course structure and the courses they've

10 been placed in and engage with school. And all  
11 of the things that make a kid want to come to  
12 school, and again, the high school is aware of  
13 this.

14 I think that what you need is a  
15 systematic way now of taking a look at this. I  
16 think you need to do it in partnership with  
17 parents, because parents have to be part of the  
18 picture, too, at the high school level in terms  
19 of kids coming to school and really ferreting  
20 out, you know, what's happening here. And you  
21 could see it. We could see a general trend  
22 starting to roll out of the middle school. This  
23 is common. You always see absence trends go up  
24 as kids move through. But boy, when you start  
25 seeing more than half of a population of

52

1 67 percent with high absence, that's a real red  
2 flag.

3 MR. CHAIRMAN: Mr. Costa?

4 MR. COSTA: Yes. To elaborate a  
5 little bit more on this. In this staff, does  
6 this include other placement students who are --

7 MS. LATCHET: No, it does not.

8 MR. COSTA: This is just inhouse?

9 MS. LATCHET: Right.

10 MR. COSTA: And we have the ALP  
11 program, the Alternate Learning Program?

12 MS. LATCHET: Well, that is  
13 inhouse.

14 MR. COSTA: So none of this high  
15 absenteeism has to do anything with other  
16 placement students, where we pay for -- it's  
17 inhouse?

18 MS. LATCHET: Right.

19 MR. CHAIRMAN: All set, Mr. Costa?

20 MR. COSTA: Yes.

21 MR. CHAIRMAN: Ms. Macbeth?

22 MS. MACBETH: I just wanted to make  
23 one more note and just reinforce that you  
24 commended both the teachers and teacher's  
25 assistants in the district. I think that speaks

53

1 to the quality of the educators we have here in  
2 this district.

3 MS. LATCHET: You have a great and  
4 committed staff. And I really want to say, you  
5 know, we are in so many districts, and you can't  
6 underestimate. You know, when I started at the  
7 beginning, the fact that this district has made

8 such a strong commitment to least restrictive  
9 environments. I mean, we were in districts  
10 where we've seen high incidence populations such  
11 as kids with learning disabilities almost in  
12 self-contained settings still, believe it or  
13 not, where that movement hasn't occurred, where  
14 there hasn't been a commitment to trying to  
15 implement a co-teaching model.

16 This is not easy. Co-teaching  
17 isn't easy, and it requires common planning time  
18 where you've taken on RTI. You've taken that  
19 on. A lot of districts are still considering  
20 it. You've taken it on. We just better be  
21 cautious as you move forward.

22 So you have such a powerfully,  
23 positive, strong foundation in this district.  
24 We communicate. We were very impressed. And  
25 when we talked about improvements, we're saying

54

1 build on it. Deal with your red flags, and  
2 build on what you have through professional  
3 development to strengthening, to getting some  
4 stronger intervention programs in place. But  
5 you have a very strong foundation. And the  
6 greatest thing that any district can have is its



7 culture. Its commitment. Because if you don't  
8 have that, you can't make progress. And we're  
9 in a district where there is unbelievable  
10 teacher resistance on the general educational  
11 side in having special ed students placed in  
12 their classrooms, and you don't have that on any  
13 widespread level in this district, so you have a  
14 great staff to build on.

15 MR. CHAIRMAN: Any school committee  
16 questions? Thank you very much for your time.

17 MS. MORELLE: I just wanted to  
18 thank Mary Anne and Steve, and whomever behind  
19 the scenes assisted with this work, because I  
20 know that at times it's been pleasurable for  
21 you. I also know that at times it's has been  
22 very painstaking. And I'd like to publicly  
23 thank all of the faculty and the district,  
24 because this would not have been possible had it  
25 not been for your cooperation. The reason that

55

1 we did this was to find out where the areas were  
2 that we could work together to improve the  
3 learning for students who have needs in the  
4 district, who are the most vulnerable students  
5 that we have. And we know that it took a long

6 time for the School Committee to approve this,  
7 but I am most pleased that we were able to go  
8 forward with this. I think that there's a  
9 tremendous opportunity here for the district to  
10 take advantage of what we've learned from  
11 someone who has been able to come in and look at  
12 us with an unbiased perspective.

13 I know that we are pleased to have  
14 the information, and I look forward to convening  
15 a work group to analyze the information. I also  
16 look forward to taking it to the Strategic  
17 Planning Committee for their considerations.  
18 Thank you, very much.

19 MR. CHAIRMAN: Next item on the  
20 agenda is Chairperson's Report. I would just  
21 like to report that one of our former teachers,  
22 retired teachers, Paula Collier MacKenzie,  
23 passed away. She's from the end of town that  
24 Mr. Costa and I lived in. And we wish her  
25 family the best. I'd like to recognize

56

1 Councilperson Mutter and Councilperson  
2 Kirkpatrick for coming tonight. Next, I've  
3 received two requests, one from the Secretary of  
4 State about aligning our school calender with

5 Massachusetts, and another request from the  
6 School Committee in Warwick.

7 Mr. Rotella, I'm going to turn them  
8 over to you and see if there's any merit to them  
9 and if we want to make any adjustments in our  
10 behavior for that. Still part of my report,  
11 there is a sign-up sheet, and I believe the  
12 sign-up sheet is at the podium. And there's a  
13 five-minute roll. There's no personal attacks,  
14 no discussion about grievances or other  
15 executive session matters. This should go  
16 without saying. There's no politicking because  
17 this is not the forum for that. And the Space  
18 Utilization is coming up later in the program,  
19 which I know has been a very emotional issue.

20 I'm just going to ask people if  
21 they're going to speak on that issue, to not be  
22 cumulative, redundant or repetitive if you're  
23 already spoken. And it's being taken down by a  
24 stenographer, and there's only so many times we  
25 can hear something. It's gotten through

57

1 already. Next is comments from the public.  
2 Councilperson Jeff Mutter.

3 MR. MUTTER: Thank you, Mr. Chair.

4 Jeff Mutter, 50 Ken Street accompanied by --

5 MR. KIRKPATRICK: Jason

6 Kirkpatrick, 307 Abercrombie Valley Road.

7 MR. CHAIRMAN: Thank you,

8 gentlemen.

9 MR. MUTTER: I'm just reading a

10 prepared statement from the Finance Committee.

11 "Thank you Mr. Chairman, members of

12 the committee: We would like to take this

13 opportunity to thank you, Dr. Morelle, the

14 school administration, and the residents who

15 have attended our discussions these last couple

16 of weeks. These discussions, while complicated,

17 lengthy, at times difficult and data driven, we

18 believe are necessary and important. The use of

19 this data is not meant for as a means to point

20 blame, but as a means to chart improvement.

21 "The job and goal of improving

22 student proficiency is a shared responsibility

23 that will require us not to lower the standard

24 but to raise our efforts and expectations.

25 Recognizing that the road to success is always

58

1 uphill, we are trying to ease that burden not

2 make that difficult challenge even more

3     **difficult.**

4             **"Now, we are certain that there are**  
5 **people who are viewing these discussions with**  
6 **trepidation and probably with good reason. To**  
7 **them this is the same dance that occurs every**  
8 **year, just with a different tune and different**  
9 **participants. We are here to tell you this is**  
10 **not the case. We realize that we are late to**  
11 **this discussion. We appreciate your patience in**  
12 **that regard without focusing on the fact that we**  
13 **don't bring your credentials to the table. For**  
14 **our part we want you to know that we are at the**  
15 **table because we care. We want to be part of**  
16 **the process of improving in student proficiency**  
17 **in Cumberland, both in classroom and on**  
18 **assessment. We want to help you in the**  
19 **realization of that goal.**

20            **"To close, it is important to**  
21 **recognize where all this starts. At the people**  
22 **who are providing the services. The teachers.**  
23 **Policymakers can have all the discussions they**  
24 **want, we can toss around all sorts of ideas, but**  
25 **when it comes right down to it, the person in**

1     **the classroom is the one who will make it**

2 happen. For too long all we hear about those  
3 who have taken on this task of teaching revolves  
4 around budget discussions with terms like 'fixed  
5 costs', 'budget drivers', 'contractual  
6 obligations', and the like. I am certain that  
7 most, if not all of us can point to a teacher  
8 who had an impact on our lives. Understanding  
9 that not all of these teachers may have been  
10 schoolteachers, they were people who fostered an  
11 interest or a skill we may or may not have known  
12 we had and encouraged us to believe in ourselves  
13 and our abilities. Though we are not certain of  
14 any outcome, we are certain that meaningful  
15 reform starts at recognizing the value of the  
16 teacher. We apologize if we have been part of  
17 the all too familiar rhetoric, and hope you take  
18 us at our word.

19 "We would like to work with you and  
20 are indeed searching for concrete areas in which  
21 we might help. It is our hope that we can  
22 continue this discussion before the passage of  
23 this year's budget. We have a sense that this  
24 is an important time, and are interested in  
25 speaking to all of who have an interest in

1 improving student proficiency in Cumberland.

2 How can we help? Thank you."

3 MS. LANGDON: My name is Cathleen  
4 Langdon, and I live on Oakland Road. I am here  
5 tonight to ask you to vote no on Option B of the  
6 Space Utilization Task Force, an option not  
7 fully supported by the Space Utilization Task  
8 Force. We started this process almost seven  
9 month ago, and we stand here tonight with  
10 solutions to a problem that has never been fully  
11 defined in any fact based manner.

12 In any process improvement program,  
13 step 1 is to define the problem using  
14 facts-based assessments. This has not been  
15 done. At last week's discussion we heard that  
16 the NCMS capacity number listed in the Torado  
17 Report was not the number to use. If not, what  
18 is the number? We were told that the middle  
19 school principal should have a say in what that  
20 number is. I again ask, what is that number?

21 This should be a fact-based  
22 objective number, not a suggestive one based on  
23 the whims of the current principal and school  
24 administration subject to change during their  
25 administrative change. We also heard that there

1 was need to balance two middle 5th grade. While  
2 it is a noble goal, it is an impractical one, as  
3 MCMS is a bigger school with six additional  
4 classrooms. We cannot change these construction  
5 decisions that were made in the past. These  
6 same arguments can easily be made regarding  
7 elementary 5th grade, yet we haven't heard that.  
8 We seem to only apply arguments when they suit  
9 our purposes.

10 We have almost heard the argument  
11 that this small group of kids will make new  
12 friends and that we as parents are just opposed  
13 to change. The fact is, we are not opposed to  
14 change itself, but we are opposed to change for  
15 no reason at all. We have not defined the  
16 problem, and we see an NCMS enrollment capacity  
17 decrease nationally by over 100 students in the  
18 next three years.

19 I leave you with a quote that  
20 Mr. Pires made at one of the earlier Spacial  
21 Utilization Meetings, but I apologize because he  
22 doesn't know I'm saying this, but it was one  
23 that I wrote down at that time. He says, there  
24 is educational legitimacy to have kids travel to  
25 the same middle school. I ask that you keep



1 that quote in mind when you vote tonight.

2 Please do not advocate change for the sake of  
3 change at the expense of our children.

4 MS. DUNCAN: Hopefully you remember  
5 the presentation I gave you with regard to the  
6 Specialization Task Force, but I do want to  
7 reiterate the details at a very high level. I  
8 believe being in the neighborhood in Bear Hill  
9 has proven there is no space issue at North  
10 Cumberland Middle School.

11 We analyzed data and facts from  
12 various sources, including the NASDAQ Report  
13 from 2007, the Spacial Utilization Task Force  
14 data, the Torado Report from 2001, the National  
15 Center For Educational Statistics from the U.S.  
16 Department of Education. And we even looked  
17 back to the Cumberland School Committee tapes  
18 from 1998.

19 And to summarize our findings, the  
20 reject in enrollment in North Cumberland is well  
21 below capacity. There are less children at  
22 North Cumberland today than there was in 2002  
23 and 2003. The enrollment is declining, not  
24 rising, but declining, again through 2013 and

25 even into the foreseeable future. In summary,

63

1 there has been no legitimate reason presented to  
2 you to move less than one percent of the  
3 children away from their peer groups. We ask  
4 you to please vote no. Thank you for your time.

5 MR. MURPHY: Paul Murphy. Good  
6 evening, School Committee Members,  
7 Administrators, Task Force members, and thanks  
8 for all the hours you guys put in. I know you  
9 put in like six or seven hours, and I appreciate  
10 all that work. I'll try to make this quick.

11 I'd like to comment on  
12 Specialization Task Force recommendations  
13 regarding the middle school's list to determine  
14 middle school districts is not needed. If it  
15 isn't broken, don't fix it. Almost all the  
16 elementary 5th grade have a feeder system now  
17 where Community and Cumberland Hill feed North  
18 Cumberland Middle School, Garvin, and B.F.  
19 Norton feed McCourt. And most of Ashton goes to  
20 McCourt, but a neighborhood behind Seabra goes  
21 to the closer middle school.

22 I think that if you determine that  
23 it's educationally valid to balance the middle

24 school population better, you should consider  
25 our Plan C which makes Ashton a feeder school

64

1 also. In our plan we showed that this solution  
2 balances the 5th grade as well as Plan B  
3 submitted by the Task Force, and it does so  
4 naturally using the naturally balanced  
5 populations of the elementary 5th grade. As you  
6 balance the elementary populations at first  
7 grade, with occasional adjustments over the  
8 elementary years, they will naturally balance  
9 the middle 5th grade.

10 I'd also like to mention that after  
11 I viewed the May 28, 1998 video of a meeting of  
12 the school committee, I found something  
13 interesting. Ken Di Pietro had a wall-sized map  
14 of the town with the school districts outlined  
15 in yellow. He pointed out how the neighborhood  
16 behind Seabra, Ro-Jacks at the time, naturally  
17 belongs in the Ashton district. In fact, he  
18 said it used to be in Ashton and was being  
19 returned to its home school.

20 Shortly after that, Dr. Nasif  
21 commented saying, all of Ashton should go to  
22 McCourt, at that time it was Cumberland Middle.

23 He said this would be needed to keep the numbers  
24 up. There was debate after that, I'm sure,  
25 including public testimony, but that was the

65

1 Task Force recommendation at the time for that  
2 neighborhood, and I think it still holds true  
3 today. This is because Ashton sits  
4 geographically in the middle of town, but just  
5 happens to also complete the nine tracks of the  
6 elementary 5th grade in the south. This is not  
7 my fault, and I'd like to ask you not to vote  
8 for Plan B which is the wrong way to handle this  
9 dilemma.

10 Then again, if you don't feel  
11 compelled to balance the middle 5th grade, that  
12 seems like a good option also for the reasons  
13 some of my neighbors just stated. But Plan C  
14 has more educational validity than Plan B. I'd  
15 also like to say that I was kind of surprised  
16 that the committee didn't address our comments  
17 last week. I realize you gave us a lot of hours  
18 to comment, but then the next meeting we had a  
19 few weeks later, you didn't address our  
20 comments, so I think that's why we're commenting  
21 again.

22 I think the dialogue might have  
23 been better if we could have asked questions and  
24 you could have answered them at that point and  
25 on the record, and you could have just resolved

66

1 it last week. I think it was a smaller meeting  
2 with less things going on. I think it would  
3 have been a good time. That's it. Thank you,  
4 very much for your time.

5 MR. CHAIRMAN: Thank you very much.  
6 Next item on the agenda is Reports of Standing  
7 Committees. Mr. Thibodeau?

8 MR. THIBODEAU: No.

9 MR. WAGNER: No.

10 MR. COSTA: No.

11 MS. MACBETH: No.

12 MS. BEAULEIU: No.

13 MR. WOOD: Yes. The property  
14 Subcommittee met tonight. The meeting was  
15 called to order. The three things on our agenda  
16 was the roof bid for B.F. Norton, petition bids,  
17 and miscellaneous items. The first item on our  
18 agenda: We received an addition for a new roof  
19 at B.F. Norton. The smallest or the lowest  
20 bidder was Wayne Roofing. He came in at

21 \$449,500. The project was then viewed. The  
22 scope of work was reviewed with Garvin and roof  
23 manufacturers and our facilities director,  
24 Mr. Hilton. On a motion of 2-0 we will bring  
25 this vote to the full committee with the bid to

67

1 Wayne Roofing for repairs at B.F. Norton's roof.

2 MR. CHAIRMAN: Motion by Mr. Wood  
3 to award the bid for the B.F. Norton School roof  
4 to Wayne Roofing.

5 MR. WOOD: So moved.

6 MR. CHAIRMAN: There was a motion  
7 by Mr. Wood. Do want to second, Mr. Costa?

8 MR. COSTA: So moved.

9 MR. CHAIRMAN: Second by Mr. Costa.  
10 Discussion?

11 MR. THIBODEAU: Mr. Chairman, I was  
12 present at the meeting, and everything was done  
13 by memory. There was no bids. The finance  
14 manager was not there as what is the normal  
15 procedure. I have not received this bid in my  
16 packet, and the committee is long-standing.  
17 When somebody doesn't receive something in a  
18 packet, we don't act on it. I've got no problem  
19 as far as nobody's improprieties, or anything

20 like that, but this bid has not been seen by the  
21 Finance Committee, and I know in the past there  
22 has been some bids that have been put through  
23 the Property Committee. But I just feel that we  
24 should tag onto this motion that the Finance  
25 Committee has to meet also. This will be a

68

1 contingency that we have to seek this in  
2 writing. So I haven't seen the other names on  
3 there. I haven't seen the paperwork.

4 MR. CHAIRMAN: Mr. Thibodeau, the  
5 proper way would be to table it, and we just  
6 refer to Finance.

7 MR. THIBODEAU: I make a motion to  
8 table it.

9 MR. WAGNER: Second.

10 MR. CHAIRMAN: On a roll call vote.  
11 Mr. Thibodeau?

12 MR. THIBODEAU: Yes.

13 MR. WAGNER: Yes.

14 MR. COSTA: No.

15 MRS. MACBETH: No.

16 MR. BEAULEIU: No.

17 MR. WOOD: No.

18 MR. CHAIRMAN: The chair will vote

19 yes. It's 4-3. Now, back to the original  
20 motion to award the bid. We had a motion and  
21 second by Mr. Costa. Any discussion on that?

22 MR. WAGNER: I, like Mr. Thibodeau,  
23 don't have this bid in my packet. Does  
24 everybody else have it?

25 MR. WOOD: It's right here. Let's

69

1 go back. The financial director never attends  
2 property subcommittee meetings. The person or  
3 the facilitator from the administration is  
4 Richard Hilton, our Facility and Grounds  
5 Director who attends the meetings. Prior to  
6 most meetings that we have, which he will  
7 provide us with one, but this time he did not.  
8 He is very accurate. I did trust him with his  
9 numbers. He did come in with the same numbers  
10 and then he went back to his office and got the  
11 bids. Mr. Thibodeau did see the bids and he  
12 did --

13 MR. THIBODEAU: I didn't see those  
14 bids.

15 MR. WOOD: I handed them right to  
16 you, Bob.

17 MR. CHAIRMAN: Continue, Mr. Wood.



18           MR. WAGNER: I apologize. I know I  
19 was tardy getting here. I didn't have an  
20 opportunity to review.

21           MR. CHAIRMAN: Any further  
22 discussion?

23           MR. WAGNER: Can I take a moment to  
24 go over this?

25           MR. CHAIRMAN: In the meantime

70

1 while you're reviewing it, will you relinquish  
2 the floor to Mr. Costa.

3           MR. CHAIRMAN: Thank you. Go  
4 ahead, Mr. Costa.

5           MR. COSTA: Mr. Wood, was these  
6 bids supplied to the members of the board or  
7 just the subcommittee of property?

8           MR. WOOD: They weren't at the  
9 property.

10           MR. COSTA: No, no. In other  
11 words, were these copies --

12           MR. WOOD: There were no copies  
13 distributed to the other members.

14           MR. COSTA: So this wasn't in  
15 anybody's packet prior to tonight?

16           MR. WOOD: Right.

17           **MR. CHAIRMAN:** Any further  
18   discussion?

19           **MR. WAGNER:** While I have the  
20   utmost respect for the openness and honesty that  
21   the numbers have genuine integrity, I would just  
22   like to point out, and I certainly would vote to  
23   approve these, but Mr. Thibodeau is correct that  
24   things that have been -- we have had some  
25   issues with this going through, things popping

71

1   up without us being able to review before the  
2   meeting starts.

3           **Mr. Wood** certainly would be someone  
4   I know is on the record many, many times for  
5   complaining about not getting information on a  
6   timely basis. I certainly would have hoped for  
7   a little more opportunity to go through this  
8   than just having it presented to me as we're  
9   going to vote. Thanks.

10           **MR. CHAIRMAN:** Thank you,  
11   **Mr. Wagner.** Anyone else before we vote? This  
12   is a roll call vote to award the bid to Wayne  
13   Roofing.

14           **MR. THIBODEAU:** No.

15           **MR. WAGNER:** Yes.

16 MR. COSTA: Yes.  
17 MS. MACBETH: Yes.  
18 MS. BEAULEIU: Yes.  
19 MR. WOOD: Yes.  
20 MR. CHAIRMAN: The chair votes yes.  
21 MR. WOOD: The next thing we have  
22 on our agenda that we talked about is bathroom  
23 partitions, actually, that there were four  
24 bidders there. The award will go to G & J  
25 Sales. It's in the amount of less than \$5,000,

72

1 so it really doesn't really need to come to this  
2 committee. But the amount is \$4,300. I would  
3 make a motion to award that to G & J Sales.  
4 MR. CHAIRMAN: Motion by Mr. Wood  
5 to award the bid for the bathroom partitions to  
6 G & J Sales.  
7 MS. BEAULIEU: Second.  
8 MR. WAGNER: Second.  
9 MR. CHAIRMAN: Second by  
10 Ms. Beaulieu and Mr. Wagner. Discussion? All  
11 those in favor? Opposed?  
12 MR. THIBODEAU: Opposed.  
13 MR. CHAIRMAN: Okay. It's 6-1 with  
14 Mr. Thibodeau opposed. Next?

15           **MR. WOOD:** There was no action  
16 taken on the lock sets. We also did, under  
17 miscellaneous, have a discussion on the list. I  
18 believe everybody received a list from the pool  
19 manager about things that he needs or would like  
20 to do this summer. I will be scheduling a  
21 June 12th Property Subcommittee Meeting to go  
22 over that list.

23           **MR. CHAIRMAN:** Dr. Morelle?

24           **MS. MORELLE:** Mr. Chair, I'm not  
25 sure that everyone received that. I believe it

73

1 was directed to you as the Property Subcommittee  
2 Chair.

3           **MR. CHAIRMAN:** No, actually it was  
4 directed to me, and I sent it down to Mr. Wood.

5           **MS. MORELLE:** And I know that Mr.  
6 Hilton also received a copy.

7           **MR. WOOD:** If I could, could we get  
8 copies for the rest of the committee?

9           **MS. MORELLE:** That's not a problem.

10           **MR. WOOD:** Thank you.

11           **MR. CHAIRMAN:** Anything else,  
12 Mr. Wood?

13           **MR. WOOD:** No. That's all.

14           MR. CHAIRMAN: Thank you. Next  
15 item on the agenda is the approval of minutes.  
16 The open session of 3/13/08.

17           MR. THIBODEAU: So move.

18           MR. CHAIRMAN: Motion by Mr.  
19 Thibodeau to accept the minutes of 3/13.08.

20           MR. WAGNER: Second.

21           MR. CHAIRMAN: Second by  
22 Mr. Wagner. Discussion? All those in favor?  
23 Opposed?

24           MS. MACBETH: Do we continue them  
25 or do those need to be approved? Did we table

74

1    them or just move not to approve them last time?

2           MR. COSTA: I think we tabled them.  
3 I make a motion.

4           MR. CHAIRMAN: Okay. Motion made  
5 by Mr. Costa to move it off the table.

6           MR. WAGNER: Second.

7           MR. CHAIRMAN: Second by Mr.  
8 Wagner. All those in favor? Opposed? Hearing  
9 no opposition. The ayes have it. Mr.  
10 Thibodeau, can you make that motion again to  
11 accept the 3/13/08 minutes?

12           MR. THIBODEAU: So moved.

13 MR. WAGNER: Second.

14 MR. CHAIRMAN: Any further  
15 discussion? All those in favor? Opposed?  
16 Hearing no opposition? The ayes have it.

17 MR. CHAIRMAN: Next item is the  
18 minutes of 3/27/08.

19 MR. WOOD: Mr. Chairman, I make a  
20 motion to remove the minutes of 3/27/08 on the  
21 table.

22 MR. CHAIRMAN: Motion by Mr. Wood  
23 to remove it from the table.

24 MR. WAGNER: Second.

25 MR. CHAIRMAN: All those in favor?

75

1 Opposed? Hearing no opposition. The ayes have  
2 it.

3 MR. WAGNER: I make a motion that  
4 we go ahead and accept those minutes.

5 MR. CHAIRMAN: Motion to accept the  
6 minutes of 3/27/08.

7 MR. WOOD: Second.

8 MR. CHAIRMAN: Second by Mr. Wood.  
9 Discussion? All those in favor? Opposed?  
10 Hearing no opposition. The ayes have it.

11 MR. WOOD: I'd like to make a

12 motion to untable the minutes of 4/10/08.

13 MR. CHAIRMAN: Before it's  
14 seconded, there are some things in there that  
15 probably don't belong in there, Mr. Wood, that  
16 we're going to fix and bring next time. So  
17 instead of taking it off the table, we can just  
18 pass it, unless you want to table it then.

19 MR. CHAIRMAN: Mr. Wood is going to  
20 remove the minutes of 4/10/08 from the table.  
21 It fails for lack of a second.

22 MS. MACBETH: Second.

23 MR. CHAIRMAN: Okay. Mrs. Macbeth  
24 seconds the motion. All those in favor?  
25 Opposed? The Chair votes no. It's 2 in favor,

76

1 5 no. We'll pass that until the next meeting.

2 The next item is the Approval of  
3 Minutes, the Reconsideration of Vote of  
4 Executive Section of 3/20/08.

5 MS. MACBETH: Can I comment on this  
6 to reiterate?

7 MR. CHAIRMAN: Someone has to make  
8 a motion to reconsider it.

9 MR. THIBODEAU: So moved.

10 MR. CHAIRMAN: Motion by

11 Mr. Thibodeau to reconsider the vote of  
12 executive session of minutes of 3/20/08.

13 MS. BEAULEIU: Second.

14 MR. CHAIRMAN: Discussion?

15 MS. MACBETH: So in this  
16 reconsideration, you're saying since they were  
17 already approved not at the last meeting, but  
18 the meeting before that, it was approved to  
19 accept them. You're saying the reconsideration  
20 to accept the minutes should say as amended  
21 since there has been an amendment to those  
22 minutes?

23 MR. CHAIRMAN: It hasn't been yet.

24 We're going to be voting on that next.

25 MS. MACBETH: So you're going to

77

1 vote no. Could I have some clarification. So  
2 we're going to say basically take the minutes  
3 from two meetings ago, say no to those and that  
4 approves the amended ones this time?

5 MR. CHAIRMAN: Yes. I guess you  
6 can say that. Any further discussion? All  
7 those in favor of reconsidering the vote of the  
8 executive session minutes of 3/20/08?

9 MR. THIBODEAU: No.



10 MR. WAGNER: No.

11 MR. COSTA: No.

12 MS. MACBETH: Could I have

13 clarification. So this says we are not going to

14 reconsider those minutes?

15 MR. CHAIRMAN: Yes, that's what it

16 says.

17 MS. MACBETH: Okay. No.

18 MS. BEAULEIU: Yes.

19 MR. WOOD: Yes.

20 MR. CHAIRMAN: The Chair votes no.

21 So I guess we're not going to reconsider the

22 executive session minutes of 3/20.

23 MS. MACBETH: Then I would ask that

24 at this point on our last agenda that we look to

25 appeal those minutes.

78

1 MR. CHAIRMAN: Had we put the

2 amendment on, we would have been able to

3 reconsider it, but we still have it not correct.

4 MS. MACBETH: Well, I think the

5 committee just voted to keep them the way they

6 were.

7 MR. CHAIRMAN: I agree. I think

8 it's going to come back at another time.

9                   **MR. CHAIRMAN:** Well, we'll put it  
10   on for resealing. Mr. Rotella, please make sure  
11   that it's put on for unsealing, the non-fixed  
12   portion.

13                   The next item on the agenda is  
14   Personnel Recommendations. Dr. Morelle?

15                   **MS. MORELLE:** There are no personal  
16   recommendations this evening.

17                   **MR. CHAIRMAN:** Thank you. I wish  
18   there were. I read about Smithfield.

19                   The next item on the agenda is old  
20   business, Building Committee Update. Mr. Wood?

21                   **MR. WOOD:** As you can see, the high  
22   school is almost complete and ready to be  
23   occupied. The landscapers have been here. The  
24   finishing touches are being done to the project  
25   here at the high school. For those who did

79

1   attend the meeting on Monday night, a new Ashton  
2   all-purpose room in the gymnasium. It's a very  
3   nice facility. We did receive our occupancy  
4   permit, and I believe classes are being held  
5   there in the new gymnasium at the high school.  
6   Cumberland Hill is still moving forward. Now  
7   the whole crew and the crew for our architect

8 and our contractor are up on Cumberland Hill.  
9 We're hoping for a completion date of mid June,  
10 the end of June.

11 MR. CHAIRMAN: Any questions of  
12 Mr. Wood? Thank you, very much, Mr. Wood.

13 Next item is the Vote to Approve  
14 the Amended 2008-2009 school calender.

15 MR. WAGNER: So moved.

16 MS. MACBETH: Second.

17 MR. CHAIRMAN: Seconded by  
18 Mrs. Macbeth. All those in favor? Opposed?

19 MR. WOOD: No.

20 MR. CHAIRMAN: It's 6-1 with  
21 Mr. Wood against. Mr. Wood, just let us know,  
22 have you ever voted to approve the calender?

23 MR. WOOD: No.

24 MS. MORELLE: I just wanted to know  
25 if you wanted to leave all 30 days in February?

80

1 MR. WOOD: If you could maybe move  
2 them to the month of November where we have  
3 15 days of instruction, and get rid of that  
4 February vacation.

5 MS. MORELLE: I do want to  
6 apologize for that error that we made. It was a

7 clerical error. I don't how we didn't notice  
8 that. I don't know how none of us noticed that,  
9 and I was very sorry to have to bring this back.

10 MR. CHAIRMAN: Well, you made me  
11 mention this now. There are three people  
12 sitting up at this table, this one, this one,  
13 and this one, that have all taught mathematics.  
14 There's two people sitting at that table that  
15 have taught mathematics. We involved the union  
16 in this, and there is another person, vice  
17 president of the union who is a teacher of  
18 mathematics. None of us remember that 30 days  
19 have September, April, June and November, and  
20 all the rest have 31 except February, which has  
21 whatever.

22 Next item. New Business. Policy  
23 on Camera Surveillance System. Second reading.  
24 Mr. Costa, do you have it there with the  
25 amendments?

81

1 MR. COSTA: No. There was more  
2 than one.

3 MR. CHAIRMAN: Mr. Rotella?

4 MR. ROTELLA: Yes.

5 MR. COSTA: There was more than one

6 surveillance camera in the policy, Joe. I only  
7 see one.

8 MS. MORELLE: I thought we made all  
9 the changes between the subcommittee meeting and  
10 the first meeting. What changes do you think  
11 there was supposed to be?

12 MR. COSTA: I don't have my notes  
13 from the last meeting.

14 MR. ROTELLA: If I'm not mistaken,  
15 Mr. Costa, I believe we had to add a word only  
16 used to describe disciplinary investigation.  
17 It's the 7th paragraph of the policy.

18 MS. MORELLE: I would urge the  
19 committee to consider doing the second reading  
20 tonight, and if there is some small modification  
21 you want to make going forward, you could do  
22 that, but doing the second reading and improving  
23 the policy would allow us to activate the Camera  
24 Surveillance System.

25 MR. ROTELLA: Mr. Costa, I believe

82

1 the other change was the last sentence. "The  
2 superintendent may provide notice to staff,  
3 students and the public of such changes at the  
4 discretion of the Superintendent." That's

5 talking about modifications, changes or  
6 expansion of the expansion of the Surveillance  
7 System. I believe that was the second change.

8 MS. MACBETH: Can we just make a  
9 correction then where it says "included." And  
10 maybe I'm wrong with my English. The handbook  
11 should be one word instead of two.

12 MR. CHAIRMAN: Okay, Mr. Costa.

13 MR. COSTA: I make a motion that we  
14 accept the Policy and the Camera Surveillance.

15 MS. MACBETH: Do we have to read  
16 it?

17 MR. ROTELLA: You can request a  
18 waiver of the reading.

19 MR. CHAIRMAN: Request by Mr. Costa  
20 to waive the reading of the policy on the Camera  
21 Surveillance System as amended.

22 MS. MACBETH: Second.

23 MR. WAGNER: Second.

24 MR. CHAIRMAN: Seconded by  
25 Ms. Macbeth and Mr. Wagner. Discussion? All

83

1 those in favor? Opposed? Hearing no  
2 opposition. The ayes have it.

3 MR. COSTA: I need a motion to

4 approve the Camera Surveillance System as  
5 amended.

6 MS. MACBETH: Second.

7 MR. WAGNER: Second.

8 MR. CHAIRMAN: Motion by Mr. Costa  
9 to accept the Camera Surveillance Systems as.  
10 Second by Mr. Macbeth and Mr. Wagner.

11 Discussion? I'm sorry, Mr. Wood seconded that,  
12 too. All those in favor? Opposed? Hearing no  
13 opposition. The ayes have it.

14 The next is the Review of Legal and  
15 Human Resources Expenditures Report. Who has  
16 that?

17 MS. MACBETH: I think I had  
18 originally asked for it.

19 MR. CHAIRMAN: Mr. Thibodeau asked  
20 for the floor. Yes, Mr. Thibodeau?

21 MR. THIBODEAU: I would just like  
22 to comment on when we brought this up at the  
23 subcommittee, I commented then, and now the  
24 figures will show that the combination of Human  
25 Resource position with the lawyer in the house

1 has been a very good merits on those two  
2 positions for the Town of Cumberland as far as

3 being fiscally sound. What's not in here, and  
4 what would probably add 30 or \$40,000 per year,  
5 is all the phone calls that are not made to if  
6 we had a lawyer that we were relying on in the  
7 past to so call, CYA. You know, that the false  
8 calls that are made that a professional has been  
9 handling inhouse report bears it out. When we  
10 made the agreement to do this, we also said in  
11 those cases where there's a conflict we looked  
12 for the advice of our lawyer on staff to provide  
13 us with a person who could give us the  
14 expertise. If there was a conflict or he  
15 couldn't handle the caseload. So I was one of  
16 them wanted to put on the agenda. I'd like to  
17 commend the human resource/lawyer. The numbers  
18 bear it out, and I think it's a good process  
19 that we have in place.

20 MR. CHAIRMAN: Any questions,  
21 Mr. Thibodeau?

22 MR. WAGNER: May I have the floor,  
23 Mr. Chairman?

24 MR. CHAIRMAN: Yes, Mr. Wagner.

25 MR. WAGNER: I too, upon review of

1 this report, I'd like to reiterate pretty much



2 everything that Mr. Thibodeau had said. A  
3 couple of other items that I would like to bring  
4 forward. My year and a half on the school  
5 committee has shown me one thing that's a little  
6 bit scary. I think it shows that the importance  
7 of having Mr. Rotella in the position that he  
8 is.

9 Things today aren't the same as  
10 they were 10 or 15 years ago. We don't as a  
11 society and a group have a tendency, although I  
12 would like to say that this group with regards  
13 to the Space Utilization is a bit of a  
14 difference. Most people that we've run across  
15 or at that I've seen who disagree what's going  
16 on or don't like what's going on within the  
17 school. They go get a lawyer or they threaten  
18 to get a lawyer. They don't want to talk or  
19 listen to anyone. They want what they want and  
20 want what they want right now.

21 Having Mr. Rotella there serves as  
22 a genuine buffer and a safety net that we can't  
23 afford to do without. In addition, with the  
24 economic situation that we're facing and the  
25 issues that come up with our unionized staff,

1 and this is not a knock against them at all, but  
2 when we come to the table, they're bringing some  
3 very high-powered people with them, and I for  
4 one am a part-time individual who does this a  
5 few hours a week. I do the best that I can, but  
6 I don't pretend to have all the answers, and we  
7 need to rely upon his experience and his  
8 expertise and his knowledge. So again, I would  
9 like to say, I think you do a terrific job and I  
10 thank you for everything you do. Thank you.

11 MR. CHAIRMAN: Mrs. Macbeth?

12 MS. MACBETH: I just have a  
13 question because in our packets everything is  
14 stamped confidential at the bottom. I know I  
15 got a phone call. Are these documents  
16 confidential or they're not?

17 MR. ROTELLA: Mrs. Macbeth, the  
18 documents and the information that are contained  
19 with the documents came along with the records  
20 of the Cumberland School Department. All those  
21 records are in fact public records, and that's  
22 where we compile the information. This  
23 information was given on an annual basis. This  
24 is the best information that we received from  
25 the business office and that was used to compile

1 this particular report.

2 MS. MACBETH: Thank you, very much.

3 MR. ROTELLA: I think that  
4 confidential stamping probably was just done by  
5 a computer.

6 MS. MORELLE: Well, I can answer  
7 the question. Any time I sent a memo between  
8 myself and the school committee, I generally  
9 leave that confidential correspondence  
10 designation at the bottom.

11 MS. MACBETH: Looking at Appendix  
12 A, there's a graph. I will try to describe it.  
13 It goes from 2000 to 2007, and talks about our  
14 human resource salary and our legal salary.  
15 Legal cost is right now when you look at  
16 2007/2008, it looks a little bit over \$20,000.  
17 My concern in looking at this is we have a long  
18 way to go for 2007 and 2008. Are we going to  
19 add to those or put those now for some of that  
20 in 2008 and 2009 because some our legal issues  
21 have spread over the years. How is that going  
22 to work?

23 MS. MORELLE: If I can answer that  
24 question. They're all based on school years,  
25 the budgets, the fiscal budget which run on a

1 July 1 to June 30, so those are married that  
2 way, also. So 2000 to 2001 would have been the  
3 FY 'O1 budget.

4 MS. MACBETH: So we still have  
5 more, then it's going to go on to the 2007 and  
6 2008.

7 MS. MORELLE: It's possible, but  
8 the graph was done at the time this was made.

9 MS. MACBETH: The legal salary,  
10 does that include the fringes with this, medical  
11 and other thing, or is that just straight  
12 salary.

13 MR. ROTELLA: Straight salary. So  
14 are the other salaries that are reported for the  
15 other years. There were no fringes attached to  
16 them any of the years where the position is held  
17 by another individual or other individuals,  
18 let's put it that way. They're strictly salary.

19 MS. MACBETH: But when you look at  
20 legal cost and in the past maybe outside legal  
21 counsel would have been higher, that would be  
22 bottom line dollar number where we're not paying  
23 an outside legal firm, health benefits, life  
24 insurance, things like that; correct?

1           **MS. MACBETH:** So when we do look at  
2 the salary line I would just want to note that  
3 there are other costs associated with this that  
4 aren't shown on the graph. And I just wanted to  
5 ask about photo expenditures, because I see a  
6 pattern here where 2000 to 2002, we started to  
7 see less money in total expenditures and then it  
8 went up a little, down a little. But now we're  
9 back up again and it's pretty close to our  
10 highest point right now and we still have quite  
11 a long ways to go in our 2008 budget. Can you  
12 explain what total expenditures are and maybe  
13 account for the up and down, and now our track  
14 is moving up again.

15           **MS. MORELLE:** The total  
16 expenditures are the three items. It's a  
17 summary of the legal cost, plus HR salaries,  
18 plus legal salary in any one of those given  
19 years. So actually some of the years the legal  
20 salary might have been zero when all the legal  
21 costs were all out-of-house legal costs, or some  
22 years the HR salary was zero. There were parts  
23 of years where there was no HR director, so it

24 was those three dollar figures total to come up  
25 with a total expenditure.

90

1 MS. MACBETH: And that is on an  
2 upward trend it looks like.

3 MS. MORELLE: He's been here for  
4 the last two years. I need to account for what  
5 the total is made up of.

6 MS. MACBETH: And we have that in  
7 the documentation here, and we'll have more to  
8 add to that. But I will ask of this committee  
9 is that we have an update on this as this  
10 2007/2008 school year goes on so we can have a  
11 full year education on this.

12 MR. CHAIRMAN: Any further  
13 questions? I have one. I've known Mr. Rotella,  
14 this month it will be 37 years. He and I  
15 practiced law against one other for all that  
16 time until I got on the school committee here a  
17 year and a half ago.

18 Mr. Rotella, we are getting an  
19 absolute bargain with you. And the costs that  
20 Mrs. Macbeth speaks about have no perks in  
21 there. With the lawyer's fees, lawyer's fees  
22 don't account for that, because lawyers will

23 charge anywhere from 200 to a thousand dollars  
24 an hour, and they're not getting any benefits on  
25 that. I know that you bargain these lawyers

91

1 down as far as you can go, and you're doing a  
2 great job, and I commend you for it. Thank you  
3 very much, Mr. Rotella.

4 The next item is the Vote to  
5 Approve Extension of Retirement Incentive  
6 Proposal.

7 MR. THIBODEAU: So moved.

8 MR. WAGNER: Second.

9 MS. MACBETH: Could I ask what this  
10 vote is on?

11 MS. MORELLE: At the last meeting,  
12 I was asked to put this agenda item on whether  
13 it's a vote or discussion, I was asked to put it  
14 on. We have at this point in time initiated a  
15 retirement incentive agreement between the two  
16 unions. And the first date was March 14th.  
17 That date was extended to April 30th. After the  
18 April 30th date, I believe we reported to you  
19 that we have achieved just a little over  
20 71 percent of the projected savings, or assumed  
21 savings that are in this budget. And on the

22 evening that you approved all of those  
23 retirements, there was some limited discussion  
24 about whether or not you would extend those  
25 opportunities for employees while we were still

92

1 in the budget consideration phase. And because  
2 it was done on the agenda at the last meeting, I  
3 was directed to work with Mr. Crowley to put it  
4 on the agenda this evening. I would suggest  
5 that it be identical to the agreement.

6 MR. CHAIRMAN: Dr. Morelle, do we  
7 have a date, because if we keep extending it,  
8 Mr. McGarrahy might be able to retire.

9 MS. MORELLE: It's your pleasure.

10 MR. CHAIRMAN: When we get the  
11 budget squared away, but last year we didn't get  
12 the budget squared away by the date that we were  
13 supposed to have it done.

14 MS. MORELLE: Actually, I would  
15 suggest that you not extend it past June 30th,  
16 because June 30th is the date by which you would  
17 want to take someone off the roll from this  
18 year. I don't know if you want to let it go  
19 that long, but certainly that would be the  
20 outside date.



21           **MR. CHAIRMAN:** Any further  
22      questions of Dr. Morelle?  
23           **MS. MACBETH:** I think the idea of  
24      June 30th is good, and if everything does have  
25      to come up in the State, then we can always come

93

1      back to the table and open it back up again.

2           **MR. CHAIRMAN:** Yes, Mr. Costa?

3           **MR. COSTA:** Joe, the point of  
4      order. June 4th is the final vote, if I'm  
5      understanding this correctly. The final vote  
6      for the town council is June 4th on the budget  
7      process. Do we have 30 days after that vote to  
8      present a budget, the school committee's budget,  
9      30 days after the final vote?

10          **MR. ROTELLA:** After it is approved.  
11      The vote of the counsel might take place on the  
12      fourth, then the mayor has a period of time  
13      where he can contemplate that budget, and I  
14      believe that once that budget is approved by the  
15      Town, we have 30 days.

16          **MR. COSTA:** And my problem is, we  
17      better do it because as it stands right now,  
18      we're approximately \$270,000 short that was  
19      already backed out of the budget. We backed out

20 \$500,000 as a benchmark. So by June 30th we'll  
21 have a better idea as far as how many more we  
22 expect to retire.

23 MR. ROTELLA: I believe, Mr. Costa,  
24 a couple of things are going to happen between  
25 now and June 30th. One of the things is going

94

1 to happen is counsel will take up the budget and  
2 make and decide on what they intend on doing  
3 with it and present it to the mayor. But I  
4 think we're also going to find out what the  
5 State is doing with their budget and any other  
6 determinations that they're making with regard  
7 to the pension plans and pension system, and  
8 it's such a problem for them.

9 I would believe that by June 30th  
10 they would be doing that also. I would expect  
11 and hope that in fact it's going to be worked  
12 upon, and it would be something that would come  
13 back to the cities and towns in a favorable  
14 manner. I don't know if that's going to happen.  
15 I know that at this point in time, as everybody  
16 should be aware, the state at this point in time  
17 has a budget gap of somewhere in the area of  
18 \$34 million, and climbing, that they're trying

19 to reconcile.

20 The major concern as far as the  
21 administration is concerned is number one,  
22 meaning what we projected as the estimate in  
23 giving us more time to do it, I believe would  
24 give some other people in this district who are  
25 on the fence an opportunity to go to the

95

1 Retirement Board, have a discussion with them to  
2 make a determination as to whether or not it  
3 might be in their best interest to take a  
4 retirement this year. So we're pretty close to  
5 our goal, so I would recommend that if the  
6 school committee would give the extension,  
7 hopefully we'll be able to meet the mark of the  
8 incentive.

9 MR. CHAIRMAN: Any questions of  
10 Mr. Rotella or Dr. Morelle?

11 Mr. Thibodeau, your motion to vote  
12 to approve the extension of the retirement's  
13 proposal did not receive a second.

14 MR. WAGNER: I seconded it, I  
15 believe.

16 MR. CHAIRMAN: Okay. Does someone  
17 want to amend it, put June 30 on that?

18           **MR. THIBODEAU:** I'll amend my  
19    motion to reread that the incentive should last  
20    to June 30th.

21           **MR. WAGNER:** Sounds good to me.

22           **MR. CHAIRMAN:** Is that a second,  
23    Mr. Wagner?

24           **MR. WAGNER:** Absolutely.

25           **MR. CHAIRMAN:** Seconded by

96

1    Mr. Wagner. Discussion? All those in favor?  
2    Opposed? Hearing no opposition. The ayes have  
3    it.

4           The next item is the discussion and  
5    vote on the Space Utilization Task Force  
6    Recommendations.

7           **MR. THIBODEAU:** We'll do it in two  
8    parts. The first part would be the  
9    recommendation of the preschool to move the  
10   preschool from Fatima to B.F. Norton. I would  
11   like to take the recommendation of the Task  
12   Force and do that. I would recommend to say yes  
13   to that.

14           **MR. WAGNER:** I'd like to second  
15   that, please.

16           **MR. CHAIRMAN:** Motion by

17 Mr. Thibodeau to move the preschool from Fatima  
18 to B.F. Norton.

19 MR. WAGNER: Second.

20 MR. CHAIRMAN: Second by Mr.  
21 Wagner. Discussion? Mr. Costa?

22 MR. COSTA: Mr. Chairman, I think  
23 part of that moving the preschool over from  
24 Fatima to B.F. Norton was contingent on -- do we  
25 have the fire codes, is this all up to --

97

1 MS. MORELLE: Throughout all of  
2 this process, Mr. Hilton has been working with  
3 the Fire Marshal in that fire district to review  
4 the fire codes. And it's our understanding that  
5 we could move the preschool and meet building  
6 codes, educational requirements, and whatever  
7 the fire regulations are.

8 MR. COSTA: Do we have this in  
9 writing?

10 MS. MORELLE: We actually have it  
11 is as written correspondence from Conway --

12 MR. COSTA: I hate the word when  
13 you said he could.

14 As you know, we do not have, as far  
15 as I know, we don't have a lease on Fatima; is

16 that correct?

17 MS. MORELLE: We have a lease on  
18 Fatima.

19 MR. ROTELLA: Right now we have at  
20 least a budget for this school year.

21 MS. MORELLE: We did take it out of  
22 the budget.

23 MR. COSTA: So what you're saying  
24 to me is that you can assure me that if we move  
25 the pre-K or preschool to B.F. Norton, we have

98

1 the Fire Marshal, the fire department's  
2 permission in blessing that there's no fire  
3 issues.

4 MS. MORELLE: I think Mr. Hilton  
5 testified to that at one of the public hearings.

6 MR. CHAIRMAN: Any further  
7 discussion?

8 MS. MORELLE: Mr. Rotella is  
9 suggesting that you put that on as part of your  
10 motion.

11 MR. ROTELLA: The subject to the  
12 fire and building code requirements. And I  
13 think that's a very reasonable request from the  
14 committee.

15           **MR. THIBODEAU:** Right. I'll take  
16 back my motion, and I'll state that in the new  
17 motion to take the Task Force Recommendation to  
18 move the pre-K from Fatima with all fire codes  
19 being adhered to.

20           **MR. CHAIRMAN:** Is there a second?

21           **MR. COSTA:** I'll second that.

22           **MR. WAGNER:** Second.

23           **MR. CHAIRMAN:** Second by Mr. Wagner  
24 and Mr. Costa. Discussion? All those in favor?

25           **MR. WOOD:** Mr. Chairman, so

99

1 basically what we're saying is we're moving the  
2 preschool to B.F. Norton because right now it's  
3 not in the budget?

4           **MR. CHAIRMAN:** It's the  
5 recommendation of the Task Force. That was the  
6 motion Mr. Thibodeau had moved to accept the  
7 recommendation of the Space Utilization Task  
8 Force and then add it in the fire code.

9           **MS. MORELLE:** Well, I'd like to  
10 clarify Mr. Woods's comment because if the  
11 committee were to determine that you did not  
12 want to move the preschool, we would be prepared  
13 to go back and make modifications to the budget.

14 I think it's critical to understand that you  
15 would be moving this because it would be done  
16 educationally, first and foremost.

17 We did make some objections for you  
18 as to what the budget would look like if you did  
19 move it simply because those discussions had  
20 been ongoing during that time. But I think it's  
21 important to think that there would be -- you  
22 know, there are some reasons financially, and it  
23 would be -- would we be honest if we can say  
24 that it comes from motivation for that reason.  
25 But we would be prepared to go back and modify

100

1 the budget if you chose not to move the  
2 preschool and to take that recommendation.

3 MR. WOOD: My concern is that the  
4 fact that the reason we had last week's workshop  
5 is that the elementary school levels are still  
6 not balanced. If we do fill, I use the word  
7 fill, for lack of a better word, the preschool  
8 at B.F. Norton, we're going to be taking away  
9 those spots that we redistricted. Knowing that  
10 the lease at anywhere in town fully not  
11 available once we move them.

12 MR. CHAIRMAN: Is there a question



13 pending?

14 MS. MACBETH: What Mr. Wood brought  
15 up is is there a financial reason bringing this  
16 motion forward was on a financial reason,  
17 however, when we look at what is beneficial to  
18 kids, we have preschool children in a school  
19 where there are role models for them, I think  
20 we'll improve the education they receive, along  
21 with you can have peers, I know. I know that  
22 you can get upper elementary students to then  
23 peer with your preschool, and I think it will  
24 have a positive educational effect. So we may  
25 be saving money on a move like this, but I think

101

1 the overall impact that I look at isn't  
2 beneficial to the students, and I would say yes  
3 on this point.

4 MR. CHAIRMAN: Any further  
5 discussion?

6 MS. MORELLE: Well, I'd like to  
7 build on that comment also, because I think one  
8 other thing to keep in mind while the preschool  
9 has existed very well at the Fatima center where  
10 it is now, those classes are actually  
11 substandard in size, so if you were to move the

12 preschool to an elementary school, those  
13 students will be going into regular-sized  
14 classrooms, and that has been a concern the  
15 entire time that the school has been at Our Lady  
16 of Fatima.

17 MR. CHAIRMAN: Any further  
18 discussion? On a roll call vote, Mr. Thibodeau?

19 MR. THIBODEAU: Yes.

20 MR. WAGNER: Yes.

21 MR. COSTA: Yes.

22 MS. MACBETH: Yes.

23 MS. BEAULEIU: Yes.

24 MR. WOOD: Yes.

25 MR. CHAIRMAN: And the Chair votes

102

1 yes. Unanimous. Mr. Thibodeau, you have  
2 another one, you said?

3 MR. THIBODEAU: Yes. I'd like to  
4 the take the elementary school and the middle  
5 school together and reject the Task Force  
6 nominations for redistricting.

7 MR. CHAIRMAN: That's your motion?

8 MR. THIBODEAU: That's my motion.

9 MR. CHAIRMAN: Motion by Mr.

10 Thibodeau to reject the Space Utilization Task

11 Force on the elementary school and middle 5th  
12 grade.

13 MS. MACBETH: Second.

14 MR. CHAIRMAN: Discussion?

15 MS. MACBETH: Yes, I just want to  
16 clarify this motion. So it would be if this  
17 approves that at this point in time nothing  
18 would happen on the elementary or middle school  
19 level. It would stay as is?

20 MR. THIBODEAU: Correct. The  
21 administration would be directed to the school  
22 and use their discretion.

23 MR. CHAIRMAN: Any further  
24 discussion? Mr. Thibodeau, on a roll call vote?

25 MR. THIBODEAU: Yes.

103

1 MR. WAGNER: Yes.

2 MS. MACBETH: Yes.

3 MS. BEAULEIU: Yes.

4 MR. WOOD: No.

5 MR. CHAIRMAN: And the Chair votes  
6 yes. It's 6-1 with Mr. Wood against.

7 (APPLAUSE)

8 MR. CHAIRMAN: Yes, Mr. Thibodeau?

9 MR. THIBODEAU: I would recommend

10 that if any of the Task Force Members would like  
11 to continue to serve that we post the meeting to  
12 see which ones will be able to do it so they can  
13 bring back another recommendation to us.

14 MR. CHAIRMAN: I think you better  
15 beg them, Mr. Thibodeau.

16 MR. THIBODEAU: I'm not begging  
17 anybody. If they want to come back, they did a  
18 marvelous job. They raised so many tremendous  
19 issues throughout this whole exercise. There's  
20 a lot of things we still have to do. I'm not  
21 saying they didn't get it right, I'm saying they  
22 brought so many things to light and the people  
23 who responded, responded in a terrific way. We  
24 have issues. It's a process that we're going  
25 through here. It's like the toughest thing that

104

1 we do. And among us, when we're talking to each  
2 other, we couldn't get it right, and so as soon  
3 as we can do this, it's a priority. I'm not  
4 taking anything away from them. They've done a  
5 tremendous job. The mapping still has to be  
6 accepted. I don't know if anybody else can say  
7 anything about this, but it's important to  
8 continue this process and those people did a

9       tremendous job, and we'd like them all back.

10       MR. WAGNER: Mr. Chairman?

11       MR. CHAIRMAN: Yes, Mr. Wagner?

12       MR. WAGNER: To mirror some of what  
13       Mr. Thibodeau said, I certainly can understand  
14       and would appreciate any disappointment, if not,  
15       outright anger from the members of this group,  
16       the Task Force who brought us to these  
17       recommendations. I appreciate the time that  
18       they put into it. Just from having gone through  
19       it, the issue isn't so much with the  
20       recommendations as they're coming forward, but  
21       as with the fact that there's so much  
22       information that needs to be addressed that  
23       isn't available at this point in time. I think  
24       we need, and I will the folks in the Bear Hill  
25       area credit for this. The issue isn't a small

105

1       one, it is a large one, and it needs to be  
2       addressed on a large scale and more of a  
3       permanent basis with the new building in Town,  
4       as well as the current situations that we have.  
5       So with that being said, I do think we do need  
6       to revisit this, I just don't think it needs to  
7       be revisited on the scale that we're looking at.

8 I think it needs to be something on a larger  
9 scale.

10 MR. COSTA: Just to make note that  
11 I, too, reiterate what Dave and Bob said,  
12 because I can tell you one thing, like a couple  
13 of people said tonight, they reviewed the 1998  
14 tapes, and I haven't changed since 1988, just  
15 better looking, less gray hair. But back then  
16 in 1998, and Bob can attest to this, that was by  
17 far the most troublesome meeting that I've ever  
18 had on the 14 years on this committee. However,  
19 I do appreciate the Task Force's indulgence in  
20 this process, because if it's the right thing to  
21 do is to have independent people, and these  
22 people came from various sectors of the town and  
23 they reviewed all the data that was given to  
24 them. I think what happens is, I think since we  
25 have some new data, and I believe, and I told

106

1 this to some people in my area that what we need  
2 to look at is the entire Town. At some point  
3 this committee or the next committee will have  
4 to review the entire Town and decide at that  
5 point what needs to be done. And I think the  
6 direction that needs to be done should come from

7 the school committee the directive to give the  
8 Task Force some ideas of what they expect to get  
9 out of this process.

10 So, again, I do commend John  
11 Gibbons and his committee that a job well done  
12 for nine or ten weeks, whatever it was, and two  
13 or three hours per session. I do appreciate  
14 that. Thank you.

15 MR. CHAIRMAN: Thank you, Mr.  
16 Costa. Mr. Wood?

17 MR. WOOD: Yes. I would like to  
18 thank the Task Force also, but I just want to  
19 remind this committee we just handcuffed  
20 ourselves by moving that preschool to  
21 B.F. Norton. And there is definitely no space  
22 available in any elementary school now without  
23 moving those children again. This Task Force  
24 did put in time. They came back to us with a  
25 recommendation, and I would be very angry if I

107

1 sat on that Task Force, because basically we  
2 told them to do something, they did it and they  
3 came back, and then now you're telling them, no,  
4 that's not what we want, do it again, which I  
5 see you're wrong, but that's just my opinion.

6 As my wife tells me, keep my opinions to myself.

7 MS. BEAULEIU: I also would like to  
8 thank the Task Force. I'm sure it's difficult  
9 to hear the news that we have shared with you  
10 and the vote that was taking place. I think  
11 what happened for a lot of us was we just had  
12 questions that would take too long to answer for  
13 this year, and we understand the value for  
14 student placement for next year, as well as of  
15 the student placement for the school year and  
16 not to have the ability to have the questions  
17 answered in a timely fashion. I just think it's  
18 going to limit it for the student. What I think  
19 also happened was we talk a lot about best  
20 practices in school, and I think at each level,  
21 elementary, middle, and high school, in this  
22 mix, was to understand what the best practice  
23 was going to be. And as we talked about it with  
24 the Town Council about the Town's  
25 responsibility, one of the things that we all

108

1 agree on is that our elementary 5th grade are  
2 very tight, and how can the town help us to  
3 answer that problem. So it may be where the  
4 Town provides some input to us, and I'll be



5 looking forward to that.

6 MR. CHAIRMAN: Thank you, Ms.

7 Beaulieu. I just want to reiterate and extend

8 the thanks of the school committee to you,

9 Mr. Gibbons and your whole committee. It is our

10 fault for shortchanging you on time. I know

11 that if you have a little bit more time and if

12 you will accept this mission if it's given to

13 you, we as a committee will greatly appreciate

14 that you keep the committee together and go

15 further. I know the first thing that I would do

16 if I were you, I'd request guidance, and we're

17 the people that are elected to this job, we're

18 the people who appointed you and we should be

19 able to give you some guidance if necessary. Do

20 you want to speak now or during the comments

21 from the public?

22 MR. GIBBONS: If I could just have

23 one. I know I might be out of order, but -- I

24 accept your recommendation here tonight, but

25 quite frankly I find it very disingenuous. You

109

1 asked us to do a job, we came forward, we did

2 it, and now you just rejected it. And that's

3 fine. That's your prerogative. You sit on the

4 committee. My recommendation for this committee  
5 is for the administration to take the ball and  
6 run with it. Because if I was a citizen of this  
7 town, which I am, and asked to do it again, I'm  
8 sorry, but I just can't do it again. We put six  
9 months into this, meetings on a regular basis  
10 and then just to have the entire thing rejected  
11 other than the easy budget savings, I find it  
12 very disingenuous. And I accept your job. I  
13 know it's a difficult position. But I felt that  
14 at the beginning of this process, that this was  
15 an issue that the school committee chose not to  
16 deal with, that's why they put together a  
17 committee. And then when we came forward with  
18 some recommendations, they're rejected again.  
19 And I just think the best thing now, you have  
20 very capable people, good central  
21 administration, take the ball and run with it  
22 because I think that's the way to go. And then  
23 deal with all the public hearings and all that,  
24 and take the brunt, which I know you do on a  
25 regular basis, but I think that's the way you're

110

1 going to go, and then you make a decision on  
2 your own recommendations.

3           **MR. CHAIRMAN:** Your point is well  
4 taken, but what we're asking you is to just  
5 sleep on it and then help us. We need your  
6 help. You did a great job. The whole committee  
7 did a great job and we need your help and we're  
8 asking you to stay on. And we're not going to  
9 put a mission accomplished on a battleship, or  
10 anything like that, but we just need a little  
11 more input and that is probably constrained by  
12 time. So if you would just sleep on it, then  
13 contact me, I'd appreciate it.

14           **MR. GIBBONS:** Just understanding  
15 politics a little bit. Here's how the next six  
16 months plays out. Nothing will be done now  
17 because the summer's upon us and the  
18 administration has to go forth and plan for next  
19 year. I fully understand that. Then  
20 everybody's up for reelection. So the outcry  
21 from the public will be, let the next school  
22 committee deal with it. So, really, what I  
23 would recommend is that you probably do nothing  
24 and then maybe after the next school committee  
25 is seated, do the easy thing and pitch it off to

1           them, some of you may be on the committee. But

2 politically, that's what's going to happen out  
3 in the community. And I understand that.  
4 That's part of the right thing to do. Because I  
5 know some people have other interests going  
6 forward who is on the committee, leave it to the  
7 next committee and let somebody else deal with  
8 it.

9 MR. CHAIRMAN: Will you sleep on  
10 it, Mr. Gibbons, and you'll give me a buzz when  
11 you calm down? Thank you, very much.

12 MR. GIBBONS: Oh, I'll sleep well.  
13 Am I not calm?

14 MR. CHAIRMAN: The next item is the  
15 Superintendent's Report.

16 MS. MORELLE: First of all, I'd  
17 like to thank all the committee members who made  
18 time to join us for the meetings from the Town  
19 Council Finance Subcommittee over the past two  
20 weeks. And I'd like to let you know that we've  
21 been invited to attend an additional meeting on  
22 Wednesday. If you were at the end of the last  
23 meeting at Garvin, I believe that Counselor  
24 Mutter announced that the Town Budget Review was  
25 going to go forward on May 28th, however, I

1 guess over the last couple of days. Well, you  
2 should all be aware that he talks about meeting  
3 with school improvement teams. So he's called  
4 me, and with the limited amount of time that  
5 there is now at the end of the school year, he's  
6 suggested that he could find time on May 28th by  
7 starting that meeting an hour earlier. So from  
8 6 to 7 p.m. on Wednesday evening here in the  
9 transitional building cafeteria, the Town  
10 Finance Subcommittee will be having a dialogue  
11 with our school improvement team.

12 MR. CHAIRMAN: Here in the  
13 auditorium?

14 MS. MORELLE: In where we used to  
15 meet. And the congregational focus on how  
16 individual school improvement teams work to  
17 create initiatives at the school that support  
18 student achievement, how they analyze assessment  
19 data and how they work collaboratively with the  
20 school faculties. So tomorrow, I will be  
21 sending out a letter through the principals to  
22 every member of the school improvement teams in  
23 the district sending that invitation. And I  
24 will also forward to you the additional dates  
25 for budget meetings, but I believe at this point

1 they're the 29th of May, June 2nd, and June 4th.  
2 If there's any change in that, I will keep you  
3 apprised to the best of my ability.

4 MR. CHAIRMAN: Dr. Morelle, did  
5 that come about as a result of the letter that  
6 we received from the McLoughlin/Cumberland Hill  
7 School, School Improvement Team?

8 MS. MORELLE: I would say it came  
9 about by virtue of the fact that the finding of  
10 the subcommittee said the evening they enjoyed  
11 the best of the three was the night that the  
12 Administrative Team was there and they had an  
13 opportunity to listen to principals, talk about  
14 their actual work, and so Councilor Mutter,  
15 Councilor Fitzpatrick and Councilor Albuquerque  
16 were brainstorming with us how they could  
17 involve other people who are more hands-on with  
18 the work of student learning and perhaps those  
19 of in central administration, and then we  
20 continued that discussion of the School  
21 Improvement Team and it seemed to be the natural  
22 vehicle because they represent the parent  
23 community, the faculties and administrations at  
24 each school. So I really thought it was a great  
25 idea and another symbol of the way that this

1 conversation here is really unprecedented.

2 Care.

3 MR. CHAIRMAN: And would you please  
4 be so kind as to write the School Improvement  
5 Team at McLaughlin Elementary School, just  
6 respond to their letter.

7 MS. MORELLE: Are you referencing  
8 the letter that's suggesting how we will support  
9 kindergarten learners transitioning?

10 MR. CHAIRMAN: No, regarding the  
11 Space Utilization. I'm going to send it over to  
12 you and just ask you to respond, in your  
13 fashion, not anything from Mr. Rotella or me.

14 MS. MORELLE: We also did receive  
15 other correspondence from Cumberland Hill as a  
16 result of a conversation that I posed to the  
17 principal during the meeting last week and from  
18 the vote this evening, what I will do, if I will  
19 follow up now, because the question was if the  
20 kindergartners from Cumberland Hill stayed at  
21 Community, how could we build in a very solid  
22 transition process, and they responded very  
23 substantively, and I appreciate that very much  
24 and it appears now that we will have to put

25 those recommendations in place.

115

1 MR. CHAIRMAN: Thank you,  
2 Dr. Morelle. Any questions of Dr. Morelle?  
3 Thank you, again, Doctor.

4 Next item on the agenda is the  
5 comments from the public. Mr. Rotella, do you  
6 want to speak?

7 MR. KELLY: Brian Kelly. I just  
8 want to reiterate some comments that Earl made.  
9 By moving the preschools over to B.F. Norton you  
10 do add more constriction in the school at the  
11 elementary level. I was speaking with John  
12 during the meeting and before the meeting, and I  
13 think some of the frustration is it appears that  
14 it's just outright rejection of both plans, A  
15 and B, which is your prerogative. That's fine.  
16 I think you'll be hard-pressed to find members  
17 of the Task Force that will continue in the  
18 capacity, given how this has been handled. We  
19 talk about the time restrictions that we are  
20 under. We worked very hard to get the  
21 recommendations back to this committee by  
22 February. This committee has sat on it for  
23 three months. So to sit there and say that



24     there are questions to be asked and answered  
25     when we reconvened the Task Force in a timely

116

1     manner to get the answers back to you, if  
2     possible, I think that it's a very shortsighted  
3     statement to say that it was a time constraint  
4     that was imposed on us by the school committee  
5     and the administration because they wanted to  
6     have the recommendations in time for budget  
7     consideration and the forthcoming school year.  
8     But it is very disheartening to me as an  
9     individual of the Task Force to give up those  
10    nights to meet on a regular basis and then see  
11    little or no progress with this plan by this  
12    committee. So I think that's why you will be  
13    hard-pressed to get anybody to serve.

14           MR. CHAIRMAN: Will you sleep on  
15    it, too?

16           MR. KELLY: No, I won't be sleeping  
17    much. I'll be up at 4:30 to head on a bus to  
18    chaperone a trip.

19           MR. CHAIRMAN: Good luck. Next is  
20    Pat Erickson.

21           MR. ERICKSON: Good evening, my  
22    name is Pat Erickson and I live at 44 Rocky

23 Crest Road. I've been following the  
24 redistricting or Space Utilization Committees  
25 meetings fairly closely, I just wanted to

117

1 reiterate what you all said, but from a  
2 resident's point of view, I think they did a  
3 fantastic job from what I saw. They got down to  
4 business, they crunched numbers, they made  
5 inquisitions on a non-emotional basis, there was  
6 no partisanship. From what I saw, and again I  
7 have no ties to anyone on the committee, so I  
8 wanted to make that clear, but from the meetings  
9 I attended, I was very impressed with their  
10 intent and why I'm up here this evening is there  
11 are a segment of children that will still go  
12 unaddressed this evening given the decision that  
13 was made tonight. There is a group of children  
14 from Ashton that live from Route 295 North up  
15 Mendon Road that for the third consecutive May  
16 and then June, do not know which middle school  
17 they will be attending. Right now, that section  
18 of town has two busses going into many of the  
19 neighborhoods, some going to McCourt, some going  
20 to North. My guess is that bussing will be an  
21 issue and the budgetary procedures given the

22 price of gas. I would just like the committee,  
23 respectfully ask that they think about that  
24 group of children, mine is not one of them here,  
25 but several of my neighbors are, and I think

118

1 it's critical that these children know which  
2 middle school they'll be going to from Ashton  
3 before the last day of school when they have the  
4 moving up ceremony. I agree from what I've  
5 heard with the committee's research that it's a  
6 townwide issue. It's bigger than any one of us.  
7 It's bigger than any neighborhood. Cumberland  
8 has grown incredibly in the last couple of  
9 decades. I think we need to look at where the  
10 new growth is coming. We can't predict how many  
11 kids are going to move into a development, but I  
12 think it does need to be looked at a larger  
13 level, and talk about does it make sense to make  
14 school changes at the elementary school level as  
15 well, but it may need to be done. And I  
16 encourage you all. As one of the previous  
17 speakers said tonight, to take the ball and run  
18 with it, but please don't forget this group of  
19 children that is still hanging in the balance.  
20 It's not fair to them. I mean, I will reiterate

21 as well, there's been a lot of discussion about  
22 separating kids from their peers. The  
23 neighborhood that I live in had been a split  
24 neighborhood since it was sectioned off from  
25 Cumberland Hill in '98.

119

1 It's been my experience as I've  
2 watched the neighborhood kids grow from  
3 elementary to middle to high school that with  
4 the small percentage of these kids going into  
5 middle school without the majority of their  
6 peers from elementary school have not been a  
7 detriment to them from what I've seen. And have  
8 had kids tell me when I get to high school  
9 there's this north/south rivalry in freshman  
10 year. And they say, you know, I have friends  
11 from both 5th grade. And I think that's a good  
12 thing. I haven't seen any negative impact on  
13 these children.

14 The only other point I'd like to  
15 make, from my understanding the children that  
16 have been going to McCourt in the last two  
17 years, I believe, bussing has been an issue.  
18 There are kids that have been spending close to  
19 an hour getting home from middle school, because

20 geographically this section from 295 North, up  
21 Mendon Road to the border of Cumberland Hill,  
22 this section, the kids have had to stop at  
23 Ashton, pick up a second bus with elementary  
24 school students to get home to their  
25 neighborhoods. So consequently, they're getting

120

1 home an hour after McCourt Middle School gets  
2 out. So I bring that to your attention. It's a  
3 small group of kids. There's not a bunch of  
4 people standing up telling you about them, but  
5 they're there and they deserve to know which  
6 middle school they're going to. Thank you.

7 MR. CHAIRMAN: Yes, Mr. Wood.

8 MR. WOOD: I will answer that  
9 question. They tried to use a feeder school  
10 system and it wasn't approved by this committee,  
11 it wasn't approved by anybody. And then last  
12 year it was brought to our attention the  
13 children should have, and I hope they did all go  
14 back to North Cumberland Middle School because I  
15 do have a copy of the minutes.

16 MR. CHAIRMAN: Mr. McLaughlin, did  
17 you sign up. I signed you in. Was there  
18 someone else that wanted to --

19           **MS. JOHNSTON:** My name is Susan  
20 Johnston. I'm one of Pat's neighbors. I wasn't  
21 going to talk but because the whole plan was  
22 rejected. I have a fifth grader at Ashton  
23 school right now. I want to know what school is  
24 she going to. What can I tell her so she knows  
25 when school ends where she's going to be going

121

1 next year. Because it sounds like because this  
2 whole plan was rejected, they say that these  
3 kids are definitely going to going to North  
4 Cumberland.

5           **MR. WOOD:** That was already voted  
6 on by a prior committee.

7           **MS. JOHNSTON:** As long as we know  
8 they are not going to go from a year-to-year  
9 basis and decide where these kids are going to  
10 go at the last minute.

11           **MS. MORELLE:** I would be happy to  
12 comment on that. Our enrollment center made  
13 some of those decisions because of the space  
14 issues that were a long part of discussion with  
15 Task Force. We're aware of it. We were waiting  
16 for this vote tonight. I've been talking to the  
17 middle school principal and the principal at

18 Ashton School, and I can assure you that I  
19 understand the intent behind what Mr. Wood has  
20 explained to you tonight. We did have an issue  
21 brought up last year. We tried to correct that.  
22 We will be sitting down and looking at the  
23 issues and the goal will be to follow through on  
24 the decision that was made ten years ago.  
25 However, I just want to say publicly tonight,

122

1 that ten years have changed a lot of things. We  
2 wouldn't have had this Space Task Force convened  
3 if everything was the same as it was ten years  
4 ago. I absolutely am aware of the students,  
5 though, and we will be in touch with you  
6 shortly.

7 THE WITNESS: I'm just saying that  
8 that will change.

9 MS. MORELLE: I'm saying to you  
10 that --

11 MR. WOOD: It won't change.

12 MS. MORELLE: I don't want to argue  
13 with you, Mr. Wood, tonight.

14 MR. WOOD: No. If you're going to  
15 move kids -- we voted not to move anybody on  
16 this committee. Those children from that

17 neighborhood were told that they weren't going  
18 ten years ago. It was guaranteed to them. You  
19 can't move them now. And that's just outright  
20 wrong if that happens.

21 (APPLAUSE)

22 MR. WOOD: They're going to North.

23 UNIDENTIFIED SPEAKER: We keep  
24 saying about the minutes. I will bring the  
25 videotape from the Cumberland Public Library.

123

1 I've seen the tape. I've watched it. Both the  
2 superintendent at that time and the School  
3 Committee Members said this agreement is good as  
4 long as we are in office.

5 MR. WOOD: Mr. Chairman?

6 MR. CHAIRMAN: Yes, Mr. Wood?

7 MR. WOOD: I will read this. It  
8 says Mr. Higgins made a motion to --

9 MR. CHAIRMAN: Mr. Wood, why don't  
10 you wait until the school committee comments.  
11 Make sure all the public is taken care of.

12 MR. WOOD: Everybody at their seat  
13 tonight received an invitation to the spring  
14 celebration, next Wednesday night, Wednesday  
15 May 28th, at 6 p.m. to 8:30 at the Cumberland



16 Hill School.

17 MR. CHAIRMAN: All set?

18 MS. BEAULEIU: I just wanted to  
19 thank the high school for the invitation for the  
20 Distinguished Scholars Award that was held  
21 yesterday. It was 32 students, I believe, and  
22 it was tremendous to hear information about our  
23 graduating seniors and where the next adventure  
24 is going to be. I also wanted to thank the Town  
25 Council Finance Subcommittee for the opportunity

124

1 of this school to present about the teaching and  
2 learning that's going on in Cumberland. I  
3 appreciate their willingness to start this Town  
4 like conversation that has needed to occur for a  
5 long time.

6 I also would just like to ask  
7 Dr. Morelle to put as a priority some of the  
8 concerns that may have been brought through the  
9 years. In particular, the issues related to the  
10 amount of time on busses. I know we do have  
11 requirements that we need to meet, but certainly  
12 the kids are having an extended bus ride. There  
13 may be ways to remedy that. And lastly, I did  
14 watch the videos, and Mr. Thibodeau and

15 Mr. Costa haven't aged a bit.

16 (LAUGHTER)

17 MS. MACBETH: I would just like to  
18 make a comment. She didn't speak to, I want my  
19 child to go to a specific school, which I find  
20 very interesting. She said, I want to know what  
21 school my child is going to, which I think  
22 really goes to show we've got two incredible 5th  
23 grade that the children can go to, so I do want  
24 to point that out. The second thing is I can  
25 absolutely understand that we've made a lot of

125

1 parents and children very happy, but we still do  
2 have a set of parents that want the answer to  
3 where we are. I understand when Mr. Wood says,  
4 we made an agreement that this would happen.  
5 Whether the agreement was made by a former  
6 school committee, they sat here and they gave  
7 their word, and I think that goes to what we  
8 need to stand by, a word is a word. That's what  
9 the committee says. If there's a change that  
10 that can't be accommodated, then it's up to this  
11 committee to look at that information.

12 The third thing is we have a  
13 district that abuts Cumberland that does

14 something that's unique. In that if one school  
15 or any school in the district has room in their  
16 school, parents are allowed to request that  
17 their child go to school, at say, School A. If  
18 the child's home school is B and they want their  
19 child at another school, School A, they write a  
20 letter, and if there's room in that school that  
21 child is granted to go to that school.

22 The flip side to this is the  
23 parents provide the transportation, but the  
24 parent and the child get to go to a school only  
25 if there's room. And you would think, oh, my

126

1 goodness, we're going to have one school that  
2 gets all the requests, and it doesn't happen  
3 that way. We have students here that have very  
4 unique needs that may think one school in the  
5 community may better serve their needs. We're  
6 up here. We're all up here. You're all here,  
7 then what's best for our kids. If we can't  
8 answer all those questions here, then we can't  
9 put it back out to the parents because you know  
10 your kids best. And if there is a school that  
11 fits their needs, then I think it should be an  
12 option. So I just wanted to throw that out as

13 an idea that works very well in another school  
14 district, and as we move forward in this  
15 discussion.

16 MR. CHAIRMAN: Thank you, Mrs.  
17 Macbeth.

18 MR. COSTA: No?

19 MR. WAGNER: No, thank you.

20 MR. THIBODEAU: My Special Program  
21 Committee in the future wants to look at modular  
22 to help us with this problem with the future  
23 prices are way down with the classrooms with  
24 modular. The school site allows the adaptation  
25 of it at the site. It's a good way to free up

127

1 some space. I am told, we're trying to verify  
2 it, that two classrooms, 48 people, about  
3 \$200,000 done. Now, you take that over 20 years  
4 and you're talking 10 to \$14,000 a year to  
5 accomplish room for 48 people. That will go a  
6 long way to take care of our problem.

7 Now if B.F. Norton, if we need that  
8 space again, we could string six modular  
9 classrooms at a site as usual in the community  
10 to regain that space and not have a big rental  
11 fee of the \$350,000 that we've been spending per

12 year and have been asked to fix 5th grade and  
13 fire alarms out of our budget. So modular may  
14 be the way to go and may be a quick way to go,  
15 because I am told that you can put two  
16 classrooms on within six weeks, done.

17 So there is some hope to solidify  
18 this problem and do it in a timely manner, and  
19 modular may be the way to go.

20 MR. CHAIRMAN: Thank you, Mr.  
21 Thibodeau. Is there any reason to go into  
22 executive session?

23 MR. WOOD: We're still waiting for  
24 information.

25 MS. MACBETH: At the last meeting I

128

1 thought we had some issues that were going to be  
2 brought forward to us.

3 MR. CHAIRMAN: That is something  
4 between Mr. Rotella, Mr. Egan and Mrs. Richards;  
5 am I correct, Mr. Rotella?

6 MR. ROTELLA: Yes. I had several  
7 conversations, and we are attempting to resolve  
8 the issues that are out there.

9 MS. MACBETH: Would it be  
10 appropriate to discuss that in executive

11 session?

12 MR. WOOD: Joe, you said you were  
13 going to get us a copy?

14 MR. ROTELLA: I didn't get a chance  
15 to do that. I will make sure a report is done  
16 by next week and each one of you will have it.

17 MR. CHAIRMAN: Would you like to  
18 make a motion to adjourn?

19 MR. WAGNER: I would love to make  
20 one.

21 MS. BEAULEIU: Second.

22 MR. CHAIRMAN: Hearing is  
23 adjourned.

24 (HEARING ADJOURNED AT 11:35 P.M.)

25

129

1 C-E-R-T-I-F-I-C-A-T-E

2

3 I, PAULA J. CAMPAGNA, CSR, a Notary  
Public, do hereby certify that the foregoing is  
4 a true, accurate, and complete transcript of my  
notes taken at the above-entitled hearing.

5

IN WITNESS WHEREOF, I hereunto set my  
6 hand this 6th day of June, 2008.

7  
8  
9  
10  
11  
  
12  
  
13  
  
14  
15  
  
16  
  
17  
  
18  
19  
20  
21  
22  
23  
24

---

**PAULA J. CAMPAGNA, CSR, NOTARY PUBLIC/CERTIFIED  
COURT REPORTER**

**MY COMMISSION EXPIRES: March 30, 2010**

**IN RE: School Committee-Town of Cumberland  
Space Utilization Task Force  
Recommendation**

**DATE: May 22, 2008**